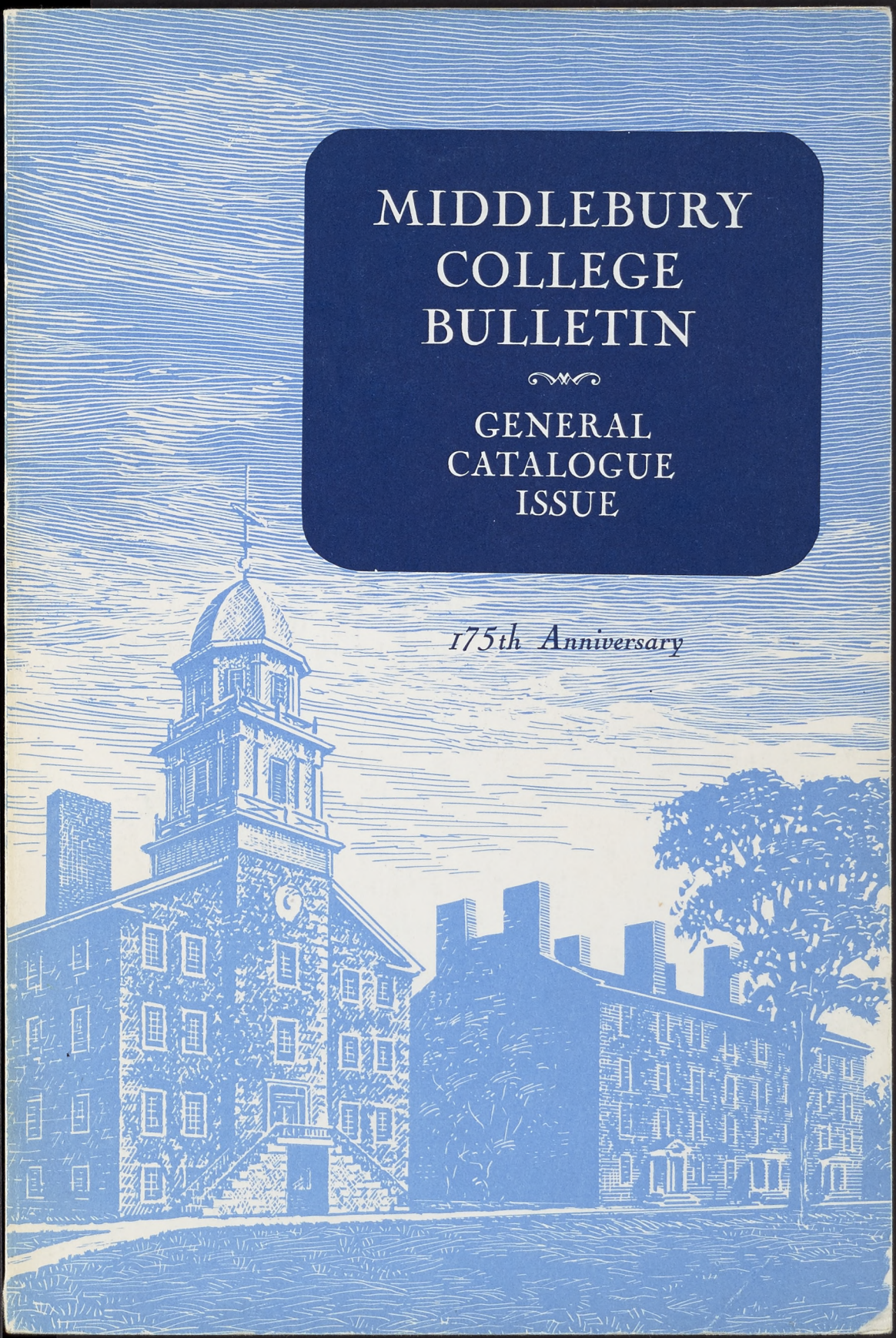
# MIDDLEBURY COLLEGE BULLETIN

## GENERAL CATALOGUE ISSUE

*175th Anniversary*



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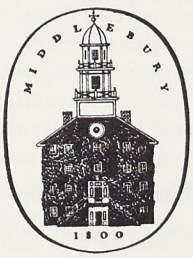
# MIDDLEBURY COLLEGE

## *GENERAL CATALOGUE/OCTOBER 1974*




MIDDLEBURY COLLEGE BULLETIN

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VOL. LXIX, OCTOBER 1974, NO. 3

# Directory of Correspondence

Middlebury College, Middlebury, Vermont 05753

| *For Information About:* | |
|---|---|
| General Information | The Secretary of the College, Old Chapel |
| Admissions (Undergraduate) | Director of Admissions, Emma Willard House |
| Alumni Affairs | Director of Alumni Relations, Old Chapel |
| Athletics | Director of Athletics, Memorial Field House |
| Business Matters | Business Manager, Service Building |
| Development | Director of Development, Old Chapel |
| Educational Program | Dean of the College, Old Chapel |
| Financial Aid | Director of Financial Aid, Emma Willard House |
| Gifts and Bequests | Vice President for Development, Old Chapel |
| Graduate Schools Abroad | Director of Language Schools<br>Sunderland Language Center |
| Health of Students | College Physician, Carr Hall |
| Payment of Bills | Comptroller, Old Chapel |
| Publicity | News Services, Old Chapel |
| Vocational Placement and Guidance | Director of Placement, Adirondack House |

Summer Schools (Graduate)

Bread Loaf School of English, Sunderland Language Center

Bread Loaf Writers' Conference, Sunderland Language Center

Foreign Language Schools, Sunderland Language Center

*Middlebury College complies with the 1964 Civil Rights Act and does not discriminate on the basis of sex, race, color, national origin or religion in carrying out college activities.*

*The Director of Admissions will process requests for catalogues received from prospective students and secondary schools. Colleges, universities, libraries, and others, should send requests for undergraduate catalogues to the Secretary of the College. The Director of the Language Schools will furnish information and bulletins pertaining to Middlebury's summer program and the College's Graduate Schools Abroad.*

# Contents


| | Page |
|---|---|
| THE COLLEGE | 5 |
| ADMISSIONS | 8 |
| EXPENSES AND FINANCIAL ASSISTANCE | 10 |
| CURRICULUM | |
| Undergraduate Work | 12 |
| Winter Term | 12 |
| Departmental Honors Program | 13 |
| Program of Department Scholars | 13 |
| Honor Code | 13 |
| Scholarship | 13 |
| Academic Honors | 14 |
| Normal Program | 15 |
| Freshman Program | 15 |
| Major Concentration | 15 |
| Degree Requirements | 16 |
| DEPARTMENTS OF INSTRUCTION | 17 |
| FACILITIES | 107 |
| DEVELOPMENT PROGRAM | 113 |
| COLLEGE REGULATIONS AND SERVICES | 115 |
| GENERAL INFORMATION | 122 |
| Named and Endowed Scholarships, Loans, Prizes, Professorships | 122 |
| Attendance Statistics | 133 |
| Alumni/Alumnae | 135 |
| President and Fellows | 137 |
| Corporation Committees | 139 |
| Academic Administration and Staff | 141 |
| Library Staff | 142 |
| Business Administration and Staff | 142 |
| Coaching Staff | 143 |
| Military Science Staff | 143 |
| Faculty | 144 |
| Index | 154 |
| Calendar (1974-76) | 157 |

# The College

## THE HISTORY OF MIDDLEBURY COLLEGE

Middlebury College was an indigenous product of 19th century democracy, financed from the thin purses of local citizens, and expressive of multi-form culture brought from southern New England.

A miller, two lawyers, a doctor, and a President of Yale University conceived the first plan for Middlebury College in the night of September 30, 1798. The miller was Gamaliel Painter, whose name the oldest college building in Vermont still bears; the lawyers, Seth Storrs, donor of the original college land, and Samuel Miller, who entertained the group at this original meeting; the doctor, Darius Matthews, a probate judge as well as physician; and the Yale President, the great Timothy Dwight.

Some thirty log cabins and frame houses, surrounded by wilderness, comprised the settlement at Middlebury in 1798. No road had yet been built to the pioneer village. The State of Vermont as a part of the Union was only seven years old and its Legislature still roved from town to town for its annual meeting. Grist and saw mills, a few shops for mechanics and blacksmiths, a rough inn and a brewery offered the principal commercial accent to the village. Not even a church had been constructed. Still the establishment of a college as well as a grammar school seemed imperative to these immigrants from Connecticut.

President Dwight, in his visit of a single night, helped to outline a plan for procedure, but it took two years to persuade the Legislature that the request for founding a college in this wilderness should be honored. A charter was finally granted on November 1, 1800, and Jeremiah Atwater, a Yale graduate, appointed President; seven students were admitted the following day and Middlebury was under way, lodged in a building just completed for the Addison County Grammar School. President Atwater and one tutor comprised the entire administrative and teaching staff. Under them the first student was graduated in August, 1802.

Greek and Latin were the core of the curriculum in those early years. Mathematics—ranging from "vulgar arithmetic" to trigonometry—history, geography, natural philosophy, astronomy, rhetoric, law, logic, metaphysics, and ethics rounded out a four-year program, with vocational purpose noted in such courses as navigation and surveying. A disciplinary system, based on the temper of the law of Moses and the text of Yale College rules and regulations, kept a student's nose to the academic grindstone. As occasion for new rules of conduct arose, they were properly phrased, and appropriate fines attached. Students were their own janitors, laid their own hearth fires, lugged their water from outdoor cisterns, often cooked their own meals. Daily chapel prayers before dawn began the day and a daily chapel service at dusk ended it.

It was distinctly a man's college. Women were not even admitted inside the rail fence which surrounded the campus protectively. Yet the village of Middlebury did not neglect the education of women. Within three years after the men's college was started, a "Female Academy," one of the first in America, was established here; and it was in Middlebury that Emma Hart Willard opened her first school for girls in a building now owned by the College, and wrote what has been called the *Magna Carta* for higher education of women. The tradition for women's education was strongly fixed at an early date, and women were admitted in 1883. In 1909, Joseph Battell gave the College the land for the additional residences and facilities which a co-educational College required.

The Middlebury College Language Schools of English, French, German, Italian, Russian, and Spanish, which began with a German session in 1915, have achieved international reputation. In 1966, Chinese was added, in 1970, Japanese. The foreign language schools were pioneers in the development of specialized schools for the study of modern languages under a faculty of native instructors. The College's Intensive Language Program, started in 1973, offers summer courses in beginning and intermediate French, German, Russian and Spanish, and in beginning Italian. This program is open to all persons who have at least a high school diploma, and operates in conjunction with the graduate language schools. The Bread Loaf School of English and the Bread Loaf Writers' Conference at the College's mountain campus have served as models for similar undertakings in various parts of the country. In 1949, the Graduate School of French in Paris was inaugurated, followed by the Graduate Schools of Spanish in Madrid, German in Mainz and Italian in Florence.

## EDUCATIONAL PURPOSE

Middlebury College believes in the importance of the liberal arts and the liberal sciences. It believes that the central purpose of undergraduate education is the development of the human mind as broadly and as deeply as possible. The most compelling argument for the liberal arts is that besides providing the pleasure of doing something well, they enlarge the intellect and interests and bring an awareness of the concerns and problems of the rest of the community, laying upon men a mandate of reason toward restraint as well as toward freedom. The intrinsic values of liberal study are finally the most important and practical of all; when they appear, they illuminate the possibilities of what it can mean to be an intelligent and responsible human being. At Middlebury College the creative and performing arts are strongly supported. The cultivation of human sensibility through active involvement in the arts is one of the fundamental goals of education in the humanities.

Middlebury College aims to prepare its students through study of the humanities and languages, and through the disciplines of the social and natural sciences, to respond intelligently to an ever-changing social, political, and scientific world. In this liberal environment the student comes to an awareness of his cultural heritage, the relation of his special field to his heritage, an understanding of the physical world in which he lives, and an ability to think analytically and critically.

Middlebury College hopes to unlock the capacities and powers of its students in rational thinking, curiosity, imagination, and sensitivity, and to direct these human energies not only toward education as a continuing process of self-education, but also toward social responsibility and leadership. This concept rests firmly on the base of an identifiable liberal tradition, a rational philosophy, and a belief that has been cherished and cultivated for 174 years at Middlebury.

## LOCATION

Middlebury College is located on a broad hill overlooking a typical Vermont village and a wide sweep of Champlain Valley, with the Green Mountains visible to the east and the Adirondacks to the west. Most of the college buildings are constructed of grey limestone or white marble, their architecture consistent with the mountain setting of the extensive campus.

The campus includes about 500 acres for buildings, athletic grounds, and Otter Creek shoreline, and a mountain campus ten miles to the east. The United States Government maintains an adjacent area, formerly owned by the College, as part of the Green Mountain National Forest. Both tracts are used by students for outings and winter sports.

Middlebury lies halfway between Burlington and Rutland, Vermont. There is bus service from Montreal, Boston, and New York City on the Greyhound and Vermont Transit Lines. There is also scheduled airline service to Burlington International Airport from Boston, Chicago, Washington, D.C., New York and Albany via Delta, Allegheny and Air New England Airlines. Information about the local Middlebury Airport is available in the *Airmen's Guide.*

# Admissions

There is no fixed program of secondary school studies required for admission to Middlebury College. The discipline and the knowledge gained from the study of English, foreign languages, mathematics, science, and history are essential to success in college work. Distinctive achievement in secondary school studies, the promise of superior college performance, and a commitment to intellectual pursuits are necessary. Candidates are urged, moreover, to read widely beyond the requirements of classroom preparation and to attain a high level of accuracy and effectiveness in written expression.

The secondary school program is the responsibility of each candidate in consultation with his school counselors. The program and record of each applicant will be assessed individually. The quality of an applicant's secondary school achievement, especially in the two final years, is the factor of primary importance.

**Advanced Placement.** Students taking college level courses in secondary school may be considered for advanced standing in one or more courses at Middlebury. The candidate must take the appropriate Advanced Placement Test administered by the College Board to be eligible for Advanced Standing with credit. Candidates awarded credit for three Advanced Placement courses may apply for sophomore standing.

**College Board Examinations.** All candidates for admission are required to take the Scholastic Aptitude Test of the College Entrance Examination Board and three Achievement Tests, including the one in English Composition. A student unable to obtain the application forms from a secondary school should write directly to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540, requesting the Bulletin of Information and directions for filing the application. Candidates must take the College Board Tests no later than February of the senior year.

**Health Certificate.** A satisfactory certificate of health must be presented before matriculation. Successful candidates are required to fill out medical blanks which are supplied by the College. Requirements include a physical examination, a chest x-ray or P.P.D., and inoculations for Smallpox, Tetanus and Polio. No exceptions are granted from these requirements.

## PROCEDURE FOR ADMISSION

Inquiries regarding admission should be addressed to the Director of Admissions. Application forms will be furnished on request. Application papers must be accompanied by an application fee of $20. This fee is not refundable and will not be applied to term bills. The right is reserved to close the application list to candidates on January 15. All applicants will be notified of the action on their applications by April 20.

A personal interview can be a helpful part of the admissions procedure at Middlebury. A visit to the College for this purpose may be made between June 1 of the junior year in secondary school and the middle of the senior year. No interviews are scheduled during February, March, April or May.

**Early Decision Plan.** Candidates who definitely plan to attend Middlebury may request an Early Decision. However, only candidates with outstanding qualifications should apply, and they must agree to withdraw their other college applications if their application for admission to Middlebury is approved. Applications for Early Decision, High School transcript, C.E.E.B. Scholastic Aptitude and three Achievement Test scores (including English) must be received by November 1st of the year prior to the year in which

admission is desired. Early Decisions will be announced about December 1st. A non-refundable deposit of $200 applicable to term bills must be forwarded by successful candidates before February 15. Unsuccessful candidates for Early Decision will be reconsidered with the regular applicant group.

## TRANSFERS

A limited number of students can be accepted into the sophomore and junior classes by transfer from other colleges and universities. All such students must come from approved institutions of collegiate rank. Candidates for admission with advanced standing should write to the Director of Admissions for detailed information and application forms.

# Expenses and Financial Assistance

## EXPENSES

No precise statement can be made regarding the cost of a year at Middlebury. The College offers a limited amount of financial aid to students with demonstrated need. The Director of Financial Aid endeavors to assist undergraduates in finding remunerative work both on the campus and in town.

A fairly accurate estimate of a year's expenses may be made from the following list of standard charges for 1974-75:

| | |
|---|---|
| Comprehensive Fee | $4,400 |
| Student Activities Fee | 38 |
| Sickness Insurance | 22 |

The Comprehensive Fee includes tuition, room, board, health services, and certain fees in respect to special obligations of the College. Credits for students excused by the Dean of Students from residing or taking their meals in college facilities will be $500 and $650 respectively. Travel, textbooks, clothing, social dues and assessments must also be considered in estimating a year's expenses.

The Comprehensive Fee for the year is billed in two installments, the first due September 1, and the second January 30. The applicable portion of matriculation and re-enrollment deposits, financial aid grants, student loans, and of any payments received in advance from such sources as Insured Tuition Payment Plan appear as credits on term bills; as do the aforementioned credits for those not residing or taking their meals in College facilities.

For graduate and special students, tuition is charged at the single course rate of $360. For students doing work in practical or applied music, the established fee for private instruction will normally be assessed. An administrative fee of $100 will apply to each 555 Course which the Administration Committee approves.

The Comprehensive Fee includes a provision for the fixed expenses of the Student Societies. For Federal Income Tax purposes $43 may be included as medical expense when deductions are itemized. This portion of the Comprehensive Fee provides for various health services including enrollment in a one-year accident insurance plan. The Comprehensive Fee also includes the $42 Student Center Fee.

Each matriculating student is issued an identification card intended to serve for his entire undergraduate course. When, on authorization of the Dean of Students, a lost identification card is replaced, a charge of $5 is made.

A rebate of $10 per week may be allowed for absence from dining halls for two consecutive weeks or longer when prior notice of such absence is given to and approved by the Dean of Students.

No refund of fees is made in the case of dismissal. In other cases of absence or withdrawal, refunds may be considered only under exceptional circumstances.

A fee of $100 is charged students who repeat the General Examination or who resubmit their thesis and who are not enrolled in the College.

Entering students pay $100 when notifying the Admissions Department of their intent to matriculate. This deposit will be applied to the charges of the first term and is not refundable. Returning students pay a re-enrollment deposit of $200 in the Spring to be applied to the charges of the succeeding term and to be forfeited if the student fails by July 15 to notify the Dean of his intention not to return for the succeeding term.

Students may not receive grades, nor expect honorable dismissal until all financial accounts are settled.

The right is reserved to change quoted charges if necessary. The College assumes no responsibility for loss of student property through fire, theft, or disappearance.

The Registrar issues a transcript of record on request to students wishing to transfer or to secure a statement of their course credits for any other purpose. One copy of the college record is furnished free. A fee of one dollar is charged for a duplicate of the transcript. To students who are financially indebted to the College, or to those who have not surrendered Identification Cards on leaving college, no transcript will be issued until satisfactory arrangements have been made with the Comptroller. No fee is charged for transcripts submitted to any branch of the Armed Services.

## FINANCIAL AID

The goal of the Financial Aid Program at Middlebury College is to help those students with a demonstrated need who would otherwise not be able to attend college.

Subject to continuing eligibility, Financial Aid, normally including a provision for a student loan plus a grant and/or job (jobs are not usually assigned to Freshmen), is awarded for one academic year at a time. Students should not apply for any specific grant (scholarship) as appropriate assignment will be made by the College.

Middlebury College is a member of the College Scholarship Service, an activity of the College Entrance Examination Board at Princeton, New Jersey. Financial Aid awards are based on analysis by the College Scholarship Service (CSS) of the Parents' Confidential Statement (PCS) and on the College's review of the CSS determination of need.

Middlebury College requires no financial aid form other than the PCS. Parents of applicants for admission who require financial aid should submit the Confidential Statement directly to the College Scholarship Service before January 15th of the entering year. The form may be obtained from the secondary school counselor. Early Decision candidates must file the PCS before October 1 of their senior year in secondary school. Renewal forms of the PCS must be filed annually by March 1 with the College Scholarship Service.

Middlebury participates in the National Direct Student Loan, College Work-Study and Supplemental/Educational Opportunity Grants Programs. Awarding of loans, jobs and grants under these Federally-sponsored programs is handled by the College Financial Aid Office. The College also certifies applications for the Federal Basic Educational Opportunity Grant Program (BEOG), the various State Guaranteed Insured Loan Programs, and in special cases will also certify applications for loans from the United Student Aid Funds Program.

As far as possible, the financial aid to upperclassmen will include the offer of campus employment. Students can expect to be assigned jobs as waiters or waitresses, research or library assistants, clerk-typists, student union desk clerks, etc. A few qualified students can find summer employment, both on and off-campus, under the Federal College Work-Study Program which also assists in financing many of the student jobs listed above. Laundry, newspaper, magazine, travel, etc., concessions are also student-operated. The better-paying campus jobs are incorporated into the Financial Aid Program, but there are a number of lower-paying jobs that an interested student can apply for on his own initiative.

It is assumed that all Financial Aid recipients will make a contribution from summer earnings towards their College budget. The *net* summer earnings expectancies for both men and women are $500 for the pre-Freshman year and $600 for the pre-Upperclass years.

Correspondence concerning financial aid to applicants for admission should be addressed to the Director of Admissions. Similar inquiries by upper-class students should be made at the Office of Financial Aid.

The Middlebury College Financial Aid Policy complies fully with all Federal Civil Rights Laws; no Financial Aid applicant is ever denied aid because of race, color, national origin, sex or religious belief.

# Curriculum

Middlebury College confers one undergraduate degree, Bachelor of Arts. It also confers the graduate degrees, Master of Arts, Master of Letters, Master of Science, and Doctor of Modern Languages.

## UNDERGRADUATE WORK

The purpose of the liberal arts curriculum is to give every student a detailed knowledge of the work covered in at least one subject, and to correlate it with a broad understanding of the liberal arts and the liberal sciences. To achieve the scholarship which this objective implies, students work intensively in one or more departments and complete requirements and electives in fields outside of their specialization.

The extent of a student's academic work at Middlebury College is reckoned in courses successfully completed.

The normal program of study is four courses in the Fall and Spring Term. In the Winter Term, students select one course for concentrated study. Physical Education and R.O.T.C. courses are carried as electives without credit as a course unit. No extra charge is made for the R.O.T.C. or Physical Education programs. Only students who have demonstrated superior ability in their academic work are permitted to take more than four courses in a term. Independent study in the Senior year may count for as many as three course units as the department determines. The course units may be distributed between Fall, Winter and Spring terms.

Entering freshmen select their first term program in consultation with their adviser. Final registration for courses occurs at the end of the week after students have been able to attend briefing sessions on the various departmental offerings and to take appropriate placement tests. The CEEB Advanced Placement tests may qualify a student for either credit or for advanced standing in a course sequence or both. Determination of credit and/or standing is the prerogative of the academic department. In general, scores of 4 or 5 carry credit as well as standing. All students must register for the Freshman writing program regardless of prior work or Placement scores.

## WINTER TERM

During the month of January, students elect a single intensive program of study. This program may involve independent projects outside the curriculum or a course organized by a member of the faculty. The Winter term course offerings fall into three general categories: (1) Core curriculum courses dealing with great, perennial, classical issues, problems or techniques in the areas of particular disciplines or which cross disciplinary lines. (2) Experimental Curriculum: courses which constitute new directions in a faculty member's own discipline, which combine disciplinary competences or which reflect a particular developed skill not directly related to a faculty member's normal academic department. (3) Intensive Study Curriculum: the released time of Winter Term permits departments to offer concentrated study of techniques, topics or materials which can be learned with particular efficiency in such a fashion.

In addition to the course offerings properly qualified students may participate in Independent Study under the direction of a faculty member, Internship programs involving significant exposure to the fundamental work of an established profession, Reading

Groups permit qualified students to construct a seminar on a topic approved and supervised by a member of the faculty.

Each Fall the Curriculum Committee of the faculty publishes a Winter Term catalogue. A student may not take his freshman and sophomore courses within the same department. A department may not require more than two Winter courses as part of its major program. All Winter courses are graded on an Honors, Pass, Fail basis. Internships are graded credit/no credit.

All students involved in foreign language courses numbered 101 (151) and 102 (152) may be required to participate in a continuing program during the Winter term. Programs intended to fulfill the Physical Education requirement also continue through the Winter term.

## DEPARTMENTAL HONORS PROGRAM

Students may be nominated on the basis of their record as Honors Candidates in their major department at the end of their Junior year or in their Senior year up to the beginning of the Spring Term. Honors work normally involves a special project. (If course units are allocated for Honor's Research the student registers for an appropriate number of 500 courses). Such projects normally culminate in the presentation of the work in the special project before a board of examiners drawn from the department in which the work is undertaken and one member from outside the department.

Departments award Honors, High Honors and Highest Honors in the particular field on the basis of a composite grade for all work in the major.

These Honors are printed on the Commencement program and in the next annual Catalogue, and will be certified to, when requested, by a written certificate from the Registrar and the chairman of the department, stating the nature and quality of the work done.

## PROGRAM OF DEPARTMENT SCHOLARS

In order to encourage superior students and to free them for more rapid progress and individual work in a course they may be designated *Departmental Scholars in the Course.* The designation frees the student from most of the normal course requirements except the final examination and permits an individualized pattern of study to be drawn up by mutual agreement between the student and the instructor. For details see *Middlebury College Handbook.*

## HONOR CODE

Before enrolling at Middlebury College each student must agree to abide by and uphold the Honor System. This agreement is a condition of matriculation. Under the Honor System all quizzes, pre-announced tests, and final examinations are un-proctored and at the conclusion of the examination the student writes and signs on the examination booklet the following statement:

"I have neither given nor received aid on this examination."

All violations of the Honor Code come under the jurisdiction of the Honor Board which is totally student managed. Anyone who observes an infraction should report the offense to the Honor Board. Any infraction of the Honor System is punishable by dismissal from College.

## SCHOLARSHIP

When a student enters Middlebury College, he becomes a member of an academic community that makes its demands and measures its achievements not so much in terms of

time as in terms of the task accomplished. Though he is required to register for a certain number of units each term, his commitment to his own education will undoubtedly involve many more hours a week in reading, in laboratory work, and in preparation for his classes than he will spend attending classes.

Grades are recorded A, B, C, D and F. Plus and minus designations are used only with A, B and C. D is a probationary grade which while it records a minimal pass is regarded as unsatisfactory performance. F is a failure.

### RANKING SYSTEM

| | |
|---|---|
| College Scholar: | 3 A's or better (no grade below C) |
| Dean's List: | 3 B's or better (no grade below C) |
| Pass: | 3 C's or better |
| Probation: | 2 D's |
| | 1 D, 1 F |
| Failure: | 3 D's |
| | 2 F's |
| | 2 D's or 1 F while on Probation |

### ACADEMIC HONORS

The College recognizes superior academic achievement in the following ways:

**Phi Beta Kappa.** The Middlebury Chapter of Phi Beta Kappa Society is the Beta of Vermont, established in 1868. Students are elected to Phi Beta Kappa by the faculty members of the chapter on the basis of outstanding academic achievement in all fields of their endeavor. Special consideration is given to the attainment of Honors or High Honors in the major department. Students are eligible for election at the beginning of their senior year on the basis of three years' work at Middlebury, or at the end of their senior year on the basis of four years' work at Middlebury. Students graduating from Middlebury who have transferred from other colleges may be elected on the basis of at least two years at Middlebury.

**Departmental Honors Program.** Departmental Honors are awarded upon graduation in recognition of superior performance in the student's major field. See description of this program.

**Commencement Honors.** Commencement honors are awarded for high scholastic rank. Graduation honors are *summa cum laude, magna cum laude,* and *cum laude.*

**Honorary Appointments.** The faculty makes honorary Commencement appointments: to the senior man and woman attaining highest rank, the appointment of Valedictorians; to the second in rank, the appointment of Salutatorians.

Transfer students are not eligible for these appointments.

**Prizes, Scholarships, Fellowships.** A number of awards providing honorary or financial recognition of academic achievement have been established. Some of these awards are granted during the student's undergraduate career. Others provide assistance for graduate work. A complete listing of Scholarships, Prizes and Awards is found on following pages.

## ACCREDITATION

Middlebury College is accredited by the New England Association of Colleges and Secondary Schools, and the Vermont State Department of Education.

The New England Association of Colleges and Secondary Schools accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Colleges support the efforts of public school and community officials to have their secondary school meet the standards of membership.

## NORMAL PROGRAM

The normal academic year consists of four courses in each of the Fall and Spring Terms, and one Winter Term program. R.O.T.C. courses and required Physical Education are carried as electives without credit as a course unit. No extra charge is made for these programs. Only students who have demonstrated superior ability in their academic work are permitted to take more than four courses in a term. Students who wish to take fewer or more than four courses in a Fall or Spring Term must obtain permission from the Dean of Students.

## FRESHMAN PROGRAM

All freshmen must take one of the courses in the writing program: These include all courses in English-Drama at the 100 level, American Literature 101, and approved Winter Term writing courses. The successful completion of one of these courses is a graduation requirement. Students should begin work on their Physical Education Program during the Freshman Year. Normally, only those courses numbered from 100 to 190 are open to freshmen. Freshmen enrolled in a course within a department, however, may be assigned to a more advanced course by that department upon demonstration of special proficiency. Freshmen may not elect more than one course in a subject in any one term. (AL 101 and courses in ED Freshman Writing Program may not be taken simultaneously.)

## MAJOR CONCENTRATION

In registering for the major program the student normally consults the chairman of his or her chosen department. The chairman appoints a departmental adviser who recommends a pattern of courses for the student's subsequent years.

In addition to specific courses required for a major, cognate courses may be recommended to further the student's particular academic interests or intentions. Departments offer different programs of Senior Work adjusted both to the nature of the field and to the student's needs. Basically, a department may offer as many as three units of Senior Work outside the regular course pattern. This Senior Work may consist of Independent Study (a 700 course) and /or General Examination (a 705 course), Senior Seminar (a 704 course) or Senior Course (a 710 course). Students should consult the descriptions of the Senior Work under each department for details. The Senior Work courses may be distributed over Fall, Winter, and Spring Terms. Where a Joint Major involving two or more departments is desirable a single General Examination may be required. Details should be worked out with department chairmen involved.

Should students not be satisfied with their first choice of major they may, before the beginning of the third year, change to another major. Prior to the change, however, they should obtain assurance from the department to which the change is contemplated that they will be able to meet its major requirements. To complete a change in major, a "Major/Adviser Change Form" must be obtained at the Registrar's Office, completed, and returned to the Registrar. After the beginning of the third year students may change majors only for exceptional reasons and with the consent of the Dean of Students.

Specific course requirements for each major are listed under the Department involved. A minimum of 10 courses must be completed in the major. The Official Majors offered at Middlebury College are:

American Literature
American Studies-American Literature
American Studies-History
American Studies-Political Science
American Studies-Sociology
Art
Biology
Biology-Chemistry (Joint Major)
Chemistry
Classics
Drama (English)
Economics
English
Environmental Studies (Biology)
Environmental Studies (Chemistry)
Environmental Studies (Geography)
Environmental Studies (Geology)
Environmental Studies (Physics)
French
Geography
Geology
German
History
Italian
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Religion
Russian
Sociology-Anthropology
Spanish

*Joint Major:* The Biology-Chemistry major (listed above) is a Joint Major. Other Joint Majors are programs that combine portions of two of the disciplines in the above list, arranged on an individual basis with the cooperation and approval of the departments concerned. These Joint Majors are official only after the required program is approved by an adviser from each department, and is on file in writing with the Registrar.

*Double Major:* A program in which the student fulfills the complete major requirements of two departments. An adviser from each department is required.

## DEGREE REQUIREMENTS

Details on official policies regarding Degree Requirements, Departmental Programs, Grading, etc. may be found in the latest Middlebury College Handbook.

In addition to the freshman and major requirements, certain additional requirements must be met before the Middlebury College degree is awarded.

1. To be eligible for a degree a student must successfully complete 32 Fall and Spring Term courses or their equivalent, and 4 Winter courses. No more than 14 Fall and Spring courses may be in the same department. A minimum of 10 courses must be completed in the major. Not more than 6 courses with a D grade may be applied to the degree requirement.
2. The last academic year of undergraduate work must be spent in residence in Middlebury, except as provided in approved combined plans with engineering and professional schools.
3. All students must complete the Physical Education Program.
4. Transfer students are required to complete successfully 18 courses at Middlebury, one of which must be a Winter Term course.

SPECIAL PROGRAMS

*Combined Plans and Preprofessional Programs.* Middlebury offers Combined Plan programs in engineering with Columbia University, the University of Rochester, and the Georgia Institute of Technology, as well as programs with accredited schools of medicine, dentistry, and veterinary medicine. These programs usually require three years of study at Middlebury before beginning the professional program at another institution. Students may also engage in four-year preprofessional programs that prepare them for studies in medicine, dentistry, veterinary medicine, law, and business. Those interested in Combined Plans or preprofessional programs should register with Dean Walter A. Moyer, Jr., as early as possible. These students should periodically check their programs with Dean Moyer and with special advisers for law (Dr. Murray Dry) and business (Dr. D. K. Smith). In addition, information is available in Dean Moyer's office for students who would like to prepare themselves in specialized fields (e.g. nursing, architecture, and many others), or to undertake graduate studies following their Middlebury work.

*Environmental Studies.* Middlebury offers an interdisciplinary major in Environmental Studies, with Fields of Emphasis in Ecology, Environmental Chemistry, Environmental Geology, Human Ecology, and Environmental Physics. Interested students should consult Professor H. E. Woodin, Coordinator of Environmental Studies, about specific course requirements. This program is best started in the freshman year.

*Junior Year Abroad.* Interested students should discuss their plans early with their faculty advisers and the Dean of Students.

*Washington Semester Program.* Selected students each year spend one term in the national Washington Semester Program administered by American University. Interested students should contact Professor Paul Nelson, Political Science Department.

*Exchange Programs.* Middlebury has an arrangement with Berea College in Kentucky for one-to-one student exchanges during the Spring and Fall Terms. For information see the Dean of Students.

*Independent Scholar Program.* The purpose of this program is to allow the student of demonstrated motivation and ability to define individual educational goals and assume personal responsibility for attaining them independent of the College's normal curricular requirements. Students interested should consult the Chairman of the Independent Scholar Committee.

*Teacher Education Program.* Middlebury offers an interdisciplinary program of courses to prepare interested students to teach elementary or secondary school by introducing them to the appropriate areas of scholarship in history, philosophy, psychology, and sociology in addition to courses offered in Teacher Education. For a complete description of this program, see Teacher Education course listings.

*Military Science Program.* The Army Reserve Officers' Training Corps (ROTC) unit provides a voluntary program in Military Science which prepares selected students for a commission as a Second Lieutenant in either the Regular Army or the Army Reserve. A complete description of the program is given with Military Science course listings.

*American Studies.* Programs are offered to provide students the opportunity to work in related aspects of American culture. The departments which serve as Core Departments for these programs are: Political Science, Sociology-Anthropology, American Literature, and History. For complete descriptions of these programs see The Program in American Studies in the course description section of this catalogue.

## *Departments of Instruction*

All courses are given as term courses with the exception of Senior Work (700) and 500 courses in an Honors Program. These course numbers may signify on-going work, and in such event are marked "S" (Satisfactory progress) or "U" (Unsatisfactory).

Courses numbered 100-199 are usually taken by freshmen; 200-299, by sophomores; 300-399 by juniors; 400-499, by seniors. Schedules are cleared on this basis and conflicts will thus be most easily avoided by taking courses in proper sequence.

At the head of each departmental section, the major is described and the requirements for a major in that department are stated, together with recommended courses.

Prerequisites to a course are shown in parentheses. Courses not being offered in 1974-75 are bracketed. Abbreviations include: Lab., laboratory period; Lect., lecture period.

The College reserves the right, without further notice, to cancel any courses herein described, or to make any other changes in staff, fees, and courses which may be deemed necessary.

Spring Term offerings listed for the year 1974-75 may be incomplete. Departments may be consulted about the possibility of other courses. Winter Term information will be published and distributed separately.

## *Interdepartmental*

**ID 100** **Special Freshman Seminar** Fall

Two credit course. An interdisciplinary investigation of modes of thought and methods of investigation. (Permission.) Mr. Carey

**ID 101** **Special Freshman Seminar** Spring

One credit course. Mr. Carey

## *Division of Foreign Languages*

In addition to courses offered in the Departments of Classics, French, German, Russian, and Spanish and Italian, the Division of Foreign Languages offers the following courses which span the boundaries of its separate departments:

**FL 340** **The Art and Craft of Translation** Spring

A course for students in the third or fourth year of study in at least one foreign language. Difficult passages in Greek, Latin, French, Spanish, German, Italian and Russian will be studied and translated. A workshop method is used with faculty competent in the various languages serving as consultants. (Permission.) Mr. Harris

**[FL 350** **Personality and Character in the Modern Novel]** Offered in 1975-76

**[FL 400** **Language Learning: Theory and Practice]** Offered in 1975-76

*For additional courses offered in English, see also:*

**RU 251** **Russian Literature and Culture** Fall
Mr. Motolanez

**RU 252** **Russian Literature and Culture** Spring
Mr. Orth

**RU 351** **Dostoevsky** Fall
Mr. Motolanez

**[SI 330** **Contemporary Latin American Fiction]** Offered in 1975-76

## *Division of Humanities*

**HM 150 World Views and Human Questions** Spring

A study of selected works from various cultures that present human values within the context of world views and which pose problems—moral, religious, and scientific—in relation to these world views. Although the course is not a comprehensive history of ideas, it will attempt to consider the texts in their historical settings. Format will include lectures, panels, and discussion sections. Readings will include works of Plato, Seneca, Anselm, Al Ghazali, Sankara, Luther, Pico della Mirandola, Montaigne and Descartes. Mr. Bates, Mr. Nuovo, and Staff

## *American Literature*

The American Literature major is expected to develop an understanding of the major figures and the chief literary movements as manifested in the writings of both major and secondary figures. The interplay between the general culture and literature and the relationship of writers to one another are emphasized.

*Required for the major:* AL 101 or 201 and 202; AL 301 and 302; AL 402; three other term courses in the Department; the Senior Program. Each major is required to take at least two courses in American history and two term courses in a non-American literature, the courses to be determined in consultation with the Faculty Adviser.

*The Senior Program* consists in a Fall Term Seminar and a Spring Term Seminar which includes a General Examination.

*Honors Program:* Departmental honors are awarded on the basis of a Senior Thesis. To qualify as a candidate for honors one must have had an average of B or over for previous work in the Department. In consultation with the Faculty Adviser and with Department approval, the student will select a topic for independent investigation in the Spring of the Junior year. In the Senior year he or she will take AL 700 (Senior Research) in the Fall Term and in either the Winter or Spring Term.

An oral examination will be given on the thesis. The examination will be given by three faculty members, one of whom will ordinarily be from outside the Department. Highest Honors will be granted for a grade of A or above, High Honors for a grade of B+ or A-, Honors for a grade of B. For Honors in any of these categories the student must also have a final average of B for all work in the Department and a B on the General Examination.

## *Freshman Writing Program*

All freshmen must elect one of the courses in the writing program: these include all courses in English-Drama at the 100 level, American Literature 101, and approved Winter Term writing courses. These are courses designed to develop and improve the skills of written communication; they are taught in sections of limited enrollment, require frequent written assignments, and proceed through close correction of papers, class discussion of both particular and general problems of writing and, as necessary, individual conferences. Satisfactory completion of one of these courses is a graduation requirement. Freshmen wishing to satisfy this requirement by taking American Literature must register for AL 101.

**AL 101, 201 American Literature** Fall, Spring

A study in the growth of American literature from the 17th through the first half of the 19th century, as emerging from its cultural backgrounds, and the significance of its major writers: Edwards, Franklin, Cooper, Irving, Poe, Hawthorne, Emerson, Thoreau, and others. (AL 101 satisfies freshman writing requirements.) Staff

**AL 202 American Literature** Fall, Spring

A study in the growth of American literature from the second half of the 19th century to the present, as emerging from its cultural backgrounds, and the significance of its major writers: Whitman, Melville, Twain, James, Crane, Faulkner, Frost, Eliot, Stevens, Hemingway, and others. (AL 101 or 201.) Staff

**AL 301 The American Novel** Fall

The development of the American novel: the meaning and structure of the novels of the 19th century focusing on particular novels of Cooper, Hawthorne, Melville, Twain, Howells, James, Norris, and Dreiser. (AL 202 or permission.) Mr. Munford

**AL 302 The American Novel** Spring

An analysis of thematic and structural aspects in representative American novels of the 20th century with concentration on Cather, Dos Passos, Fitzgerald, Hemingway, Faulkner, Wright, Ellison, Mailer, and Bellow. (AL 301.) Mr. Munford

**AL 401 The American Short Story** Spring

A study of the development of short prose fiction in America from Washington Irving to the present. The history of the short story form, techniques, and changing point of view will be considered with regard to Hawthorne, Melville, James, Crane, Fitzgerald, Hemingway, and others. (AL 202 or permission.) Mr. Beck

**AL 402 Emerson, Melville, Whitman** Fall

A study in depth of selected works of three major American writers emphasizing their relationship in the context of the time. (AL 202 or permission.) Mr. Stitt

**AL 404 Modern American Poetry** Spring

An introduction to the style and thought of Robinson, Frost, Stevens, Williams, Cummings, Crane and Roethke. Special attention will be paid to the theme of the poem as cure—what Stevens calls "a cure of the ground" and what Frost calls "a stay against confusion." Mr. Pack

**AL 405 American Criticism** Spring

A survey of American literary criticism from the beginnings to the present. The first part of the course will focus on the historical evolution of criticism from the American Renaissance (Bryant, Lowell, Poe, Emerson, Whitman) through the late 19th century (Garland, James) and the modernists (Pound, Eliot, Richards). The rest of the course will focus on selected theoretical and practical approaches to literature: literature as form, as performance and as cultural document. Mr. Conron

**AL 406 Black American Literature** Fall

An introductory study of Black American poetry and prose narrative from the 19th century to contemporary times. Readings will include selections of slave narratives, folk tales, folk sermons, speeches, short stories, poems, and novels. (Permission. Limited to 25 students.) Ms. Holly

**AL 407 American Autobiography** Fall

A study of the development of American character as manifested in the self-histories of the Puritans, the *Autobiography of Benjamin Franklin,* Grant's *Personal Memoirs, The Education of Henry Adams,* Conrad Aiken's *Ushant,* the *Autobiography of Malcolm X,* and others. (HI 203, AL 202, or permission.) Mr. Munford

**AL 409 Seminar: William Faulkner** Fall

The major novels and stories will be read and discussed: pastoral order, the waste land, the sense of community, the development of style in *Soldier's Pay, The Sound and the Fury, As I Lay Dying, Sanctuary, Light in August, Absalom, Absalom!, The Unvanquished, The Wild Palms,* and *The Hamlet.* (Permission. Limited to 15 students.)

Mr. Martin

**AL 410 Seminar: Studies in Contemporary American Poetry** Spring

A detailed study of such post-World War II poets as Robert Lowell, Theodore Roethke, James Wright, John Berryman and others. (Permission. Limited to 15 students.)

Mr. Stitt

**AL 412 Folklore and Mythology** Fall

An analysis of the backgrounds of American folklore with emphasis on the material as it serves both to form our cultural heritage and to shape American literature. (AL 101 or 201 or permission.) Mr. Beck

**AL 500 Special Research** Fall, Spring

Open to individual qualified majors. (Permission.) Staff

**AL 700 Senior Research** Fall, Winter, Spring

For Senior majors who are candidates for Departmental Honors. Staff

**AL 704 Senior Seminar** Fall

A study of general topics based upon selected readings of fiction, poetry and drama and on the student's general knowledge of the field of American Literature. Each student will present a short report and write a paper on a topic chosen in consultation with one of the participating faculty. (Senior majors.) Mr. Munford and Staff

**AL 705 Senior Seminar and General Examination** Spring

Group discussion based on readings of historical and critical studies. The discussions and readings are designed to prepare the student for the General Examination, in which he or she will be expected to make informed statements about literary relationships and the interplay of literature and general culture. (Senior Majors.) Mr. Stitt and Staff

See also Division of Humanities.

# *Program in American Studies*

This program offers students the possibilities of an interdisciplinary approach to the study of American culture as it variously manifests itself in events, in institutions, in the arts, in ideas, in values.

Students are expected to achieve a certain breadth and range by work in various departments (see Sections II and III below). They are further expected to integrate and focus their work: first, by commitment to one of the four Core Departments involved in the program; and secondly, by work in the Junior and the Senior American Studies Seminars and in the Senior Thesis (see Sections I and IV below).

Based on his or her choice of a Core Department, the student will be designated as a major in American Studies-American Literature, American Studies-History, American Studies-Political Science, or American Studies-Sociology. The student will choose as an adviser a faculty member from the Core Department, with whom he will work out the details of his program.

*Faculty Advisers:* Mr. Catton (History), Mr. Haerle (Sociology), Mrs. Ilgen (History), Mr. Munford (American Literature), Mr. Nelson (Political Science), Mr. Stitt (American Literature). (On leave: Mr. Conron)

The American Studies major is required to take a total of 16 courses in the following four categories:

I. *Core Department Requirements:* FOUR courses beyond the introductory level.

*American Literature*

**AL 301-302 The American Novel** Fall-Spring

Any *two* other upper level courses (see list in II below)

*History*

**HI 402 Writing and Research in American History** Spring

Any *three* other upper level courses in American History (see list in II below)

Note: The American Studies-History concentration requires *two* history courses outside the field of American history, one of which must be in the early period (HI 103, 205, 207, 313, 325, 326, 327, 328). These are in addition to all other requirements, making a requirement of 18 courses for the concentration.

*Political Science:* any *four* of the following:

| | | |
|---|---|---|
| **PS 203** | **American Politics and Legislation** | Fall |
| **PS 305** | **American Constitutional Law: Principles and Structure** | Fall |
| **PS 306** | **American Constitutional Law: Individual Rights** | [1975-76] |
| **PS 307** | **The American Presidency** | Fall |
| **PS 309** | **Urban Politics** | Fall |
| **PS 311** | **American Foreign Policy** | Fall |
| ***PS 402** | **Seminar in American Constitutional Law** | Spring |
| ***PS 406** | **Seminar in American Electoral Behavior** | Spring |

*Check prerequisites.

*Sociology*

| | | |
|---|---|---|
| **SA 301** | **The Research Process** | Spring |
| **SA 321** | **Native Peoples of North America** | Fall |
| **SA 343** | **American Community Studies** | Fall |

*One* course from among the following:

| | | |
|---|---|---|
| **SA 337** | **Political Sociology** | Fall |
| **SA 345** | **Work, Leisure and Sport** | Spring |
| **SA 366** | **Majority-Minority Relations** | Fall |
| **SA 392** | **The Family** | Spring |

Note: These specific core requirements are effective beginning with the Class of 1976 (exceptions to be worked out with appropriate departmental advisers).

II. *Interdisciplinary Core:* FIVE courses required:

*American Literature* 101 or 201, 202 Introduction to American Literature 1620 to the present.
*History* 203 United States History, 1607-1970
*Political Science* 102 The American Political Regime
*Sociology* 102 Sociological Perspectives
Note: The Religion requirement has been temporarily set aside.

III. *Related American Courses;* FOUR courses required, at least two of them in departments other than the Core Department:

*American Literature*

| | | |
|---|---|---|
| **AL 401** | **The American Short Story** | Spring |
| **AL 402** | **Emerson, Melville, Whitman** | Fall |
| **AL 404** | **Modern American Poetry** | Spring |
| **AL 405** | **American Criticism** | Spring |
| **AL 406** | **Black American Literature** | Fall |
| **AL 407** | **American Biography** | Fall |
| **AL 412** | **Folklore and Mythology** | Fall |
| **AL 410** | **Seminar: Studies in Contemporary American Poetry** | Spring |

*Art*

| | | |
|---|---|---|
| **AR 207** | **American Art, 1760-1913** | Fall |

*Economics*

| | | |
|---|---|---|
| **EC 150** | **Contemporary Economic Problems (Macro)** | Fall or Spring |
| **EC 155** | **Contemporary Economic Problems (Micro)** | Fall or Spring |
| ***EC 270** | **Public Finance** | Spring |
| ***EC 320** | **The Corporation** | Spring |
| ***EC 360** | **Urban Economics** | Spring |
| ***EC 365** | **Environmental Economics** | Fall |
| ***EC 370** | **Monetary Theory and Institutions** | Fall |
| ***EC 460** | **Industrial Organization and Public Policy** | Spring |
| ***EC 480** | **Radical Economics** | Spring |
| ***EC 485** | **Labor Economics** | Fall |

*Check prerequisites

*Geography*

| | | |
|---|---|---|
| **GG 311** | **Seminar: Spatial Analysis of Anglo-America** | Fall |

*History*

| | | |
|---|---|---|
| **HI 301** | **Economic History of the United States** | [1975-76] |
| **HI 303** | **The United States in the 19th Century, 1801-1861** | Fall |
| **HI 304** | **The United States in the 19th Century, 1861-1901** | Spring |
| **HI 305** | **Twentieth-Century America, 1900-1940** | Fall |
| **HI 306** | **Twentieth-Century America, 1938-1970** | Spring |
| **HI 307** | **Black History** | Spring |
| **HI 309** | **History of American Education** | [ ] |
| **HI 421-430** | **Readings courses in American History, as offered.** | |

*Political Science*

See Section I above.

*Sociology-Anthropology*

| | | |
|---|---|---|
| **SA 321** | **Native Peoples of North America** | Fall |
| **SA 337** | **Political Sociology** | Fall |
| **SA 343** | **American Community Studies** | Fall |
| **SA 345** | **Work, Leisure and Sport** | Spring |
| **SA 366** | **Majority-Minority Relations** | Fall |
| **SA 388** | **Deviance** | Spring |
| **SA 392** | **The Family** | Spring |

Note: Any courses taken in fulfillment of the Core Department Requirements for Sociology (See Section I) may not be credited toward the "Related American Courses" requirement. American Religion and American Philosophy courses, as offered.

(Under certain conditions and with the approval of a Faculty Adviser, other courses than those listed above may satisfy the requirements of a Related American course.)

IV. *Advanced Studies:* THREE courses required:

**AS 400 Seminar in American Studies (Junior Year)** Spring

An introduction to theories and methods of American Studies and their application to a particular theme or aspect of American culture. Staff

**AS 700 Senior Thesis (Senior Year)** Fall

For students who have completed AS 400 and who have thus qualified for the Senior Program. Under the guidance of one or more appropriate faculty members, each senior will do research leading toward a written thesis of substantial length (80-90 pages) on some related interdisciplinary aspects of American culture. To complete the thesis, each senior has the option of (a) taking a Winter Term Independent Study course and submitting the thesis not later than March 1; or (b) taking AS 704 as a combination of seminar and thesis and submitting the thesis not later than April 15.

**AS 704 Seminar in American Studies (Senior Year)** Spring

Each seminar discussion will be conducted by a senior who has completed or is completing the thesis. Each senior will conduct a seminar discussion on the subject he has addressed in his thesis and as applied to readings he has assigned to the group. Staff

# *Art*

*Required for the major:* In the belief that experience in both the practice and history of art constitute the most rewarding program, the Department requires both AR 101, Introduction to Art and Art History (*or* AR 102, Twentieth Century Painting and Sculpture), and AR 209, 210, Introduction to Design, of its beginning students. Completion of these courses with a grade of C or better qualifies a student for the major.

Students may complete their requirement in either of two ways:

Alternative A: six additional courses in the history of art, plus senior work.

Alternative B: four additional studio courses, and four additional courses in the history of art (two of which shall have as their subject art before 1800), plus senior work.

*Senior work:*

Alternative A: Students elect two terms of AR 700, normally Fall and Winter, and write a senior thesis.

*or*

Students elect two terms of AR 700 in areas in which they have already done course work, and write two senior essays.

Alternative B: Students elect at least two studio coures beyond the six required for the major.

*or*

With Department permission, students elect AR 700 in each of the three terms, and carry out a sustained studio project, in one medium.

*Honors:* are awarded to students who do outstanding work in studio or art history. Normally a senior thesis or a portfolio produced during senior year must be presented by candidates for honors.

**AR 101 An Introduction to Art and Art History** Fall

An introduction to the study of Western painting, sculpture, and architecture. Art works will be considered as objects of aesthetic significance, and in the broader context of both personal creation and cultural ambience. Two lectures and one discussion period. (Freshmen and sophomores only.) Mr. Turner and Staff

**AR 102 Twentieth Century Painting and Sculpture** Spring

With a format identical to AR 101 (two lectures and one discussion section per week), this course is offered on an introductory level and assumes no prior experience in art history. As we proceed to isolate the unique aspects of painting and sculpture produced between 1870 and 1970, we will focus on selected problems—aesthetic, perceptual, critical—which form a basis for art historical method. (Open to freshmen and sophomores, and to upperclassmen by permission.) Mr. Hunisak

**AR 201 Art of the Italian Renaissance** Fall

A survey of Italian art from 1250 to 1600, with emphasis on such leading figures as Masaccio, Piero della Francesca, Leonardo, Raphael, and Michelangelo, their interrelationships, and the sources of their artistic inspiration in Roman art and contemporary philosophy. Mr. Stone

**[AR 203 The Art of India]** Offered in Fall 1975

**AR 204 The Art of China** Fall

An historical and stylistic survey of the painting, sculpture, ceramics, jades, architecture, and bronzes. The history, religion, artistic theories, and techniques are studied to provide students with a sufficient background. While no previous knowledge of Oriental culture is required, AR 203 is recommended. Offered in alternate years. Mr. Reiff

**AR 205 Figure Drawing** Fall
A studio course in the discipline of figure drawing. Working from the model, the student will make intensive study drawings concerning problems of proportion, distortion, scale, and motion. Limited to 30 students. Mr. Bumbeck

**AR 206 Figure Drawing** Spring
A continuation of AR 205. Mr. Bumbeck

**AR 207 American Art** Fall
An examination of American art and architecture in the context of its European heritage, particularly that of England. From colonial times to the Armory Show, selected problems will be considered to determine the extent of America's aesthetic dependence on Europe, as well as the degree to which an independent tradition has been established. Two lectures per week. Mr. Hunisak

**AR 208 The Art of Japan** Spring
A survey emphasizing architecture, the wood-block print, and Zen painting, but considering, as well, Buddhist sculpture, e-makimono, screen painting, Namban, ceramics, and sword furniture. No previous knowledge of Far Eastern cultures or history is expected. AR 204 is recommended, however. Mr. Reiff

**AR 209 Introduction to Design** Fall
Study of two-dimensional organization of forms. This includes critical analysis of structure to provide visual and conceptual bases for performance and self-evaluation. A continuation of AR 103 but on a more advanced level. Limited to 20 students per section. Mr. Markhoff and Mr. Steinbach

**AR 210 Introduction to Design** Spring
A continuation of AR 209. Limited to 20 students per section. Mr. Markhoff and Mr. Steinbach

**AR 301 Modern Architecture** Fall
The Western tradition in architecture since the Industrial Revolution. A survey of the men, monuments, and developments that established the aesthetic, social, and technological background for the contemporary architectural scene. Mr. Andres

**[AR 302 Italian Baroque Art]** Offered in 1975-76

**AR 303 The Art of Northern Europe, 1300 to 1600** Fall
The art of France, Germany, and the Low Countries is seen as an extension and after-life of earlier Medieval art and as a response to the needs and taste of the rising middle class, as well as a reflection of the new humane spirit of the Italian Renaissance. A chief concern will be the understanding of the historical development of northern realism. Mr. Stone

**AR 304 The Art of Northern Europe: The Baroque** Spring
The development of Baroque styles and subject matter in France, Germany, and the Low Countries from 1600 to 1750. Particular attention is paid to Rubens, Rembrandt, Vermeer, and Poussin, and to their relationship to the earlier Northern artists as well as Italian art. This course constitutes a continuation of AR 303, which is recommended but is not a prerequisite. Mr. Stone

**AR 305 Painting and Sculpture of 19th Century Europe** Fall
Painting and sculpture just before the French Revolution, Neo-classicism, the Romantic movement, Realism, and Impressionism primarily in France, with excursions into England, Germany, Italy, and Scandinavia. Mr. Reiff

**AR 307 The Art of the City** Spring

A study of man's most complex and critical physical monument. The city (historical and "ideal") will be surveyed from antiquity to the present in an investigation of its changing purposes, elements, and organization. Mr. Andres

**AR 309 Painting** Fall

Painting, emphasizing the structuring of pictorial space from representational and non-representational viewpoints. Use of new and traditional media. (AR 103, 104, or permission.) Mr. Steinbach

**AR 310 Painting** Spring

A continuation of AR 309. Mr. Steinbach

**AR 311 Ancient Art** Spring

In a given year this course will focus on the art of one or more ancient western civilizations. 1974-75: The Arts B. C. Architecture, painting and sculpture in Egypt, the ancient Near East, and Greece up to the rise of the Roman Empire examined as the products of their cultures and for the development of attitudes and processes basic to our western tradition in the arts. Mr. Andres

**AR 313 The Art and Architecture of Medieval Europe: 700-1400** Spring

An introduction to the Medieval world, emphasizing its material richness and spiritual intensity as seen through the building, painting, and sculpture of the Church. Particular stress is placed on the development of non-national and non-realistic styles in painting and sculpture as a means of conveying the message of Christianity. Mr. Stone

**AR 315 Printmaking** Fall

Studio instruction in traditional and contemporary methods of intaglio and relief printmaking. Critical emphasis on the union of the printmaking craft with problems of drawing, painting and design. Limited to 20 students. (AR 103, 104 or permission.) Mr. Bumbeck

**AR 316 Printmaking** Spring

A continuation of AR 315 Mr. Bumbeck

**AR 319 Sculpture** Fall

An introduction to sculpture. A variety of experiences in various media and diverse problems of design will be stressed. (AR 103, 104 or permission.) Mr. Markhoff

**AR 320 Sculpture** Spring

A continuation of AR 319. Mr. Markhoff

**AR 401 Seminar in Modern Art** Fall

This year the topic will be Surrealism: its antecedents in romantic, fantastic, and Symbolist art; its manifestation as *peinture-peinture* during the 1920s; its iconographic complexity as *peinture-poesie* during the 1930s; its role in the "new American painting" of the 1940s. A reading knowledge of French would be helpful. One three-hour session per week. Limited to 12 students. (Permission.) Mr. Hunisak

**AR 402 The Avant-Garde and its Demise** Spring

A seminar concentrating on avant-garde art in America since Abstract Expressionism. Limited to 12 students. (AR 102/permission.) Mr. Reiff

**AR 403 Middlebury's First Half-Century** Fall

A study of traditional forms of Vermont architecture, their sources, and their local development with special reference to buildings in and around Middlebury. Limited to 12 students. (Permission.) Mr. Andres

**AR 404 Seminar in Art Criticism** Spring

This course is intended as a culmination of the study of art history on the undergraduate level and, as such, is primarily for senior art history majors (although others with sufficient background are welcome). From the origins of art history as a separate entity among scholarly disciplines in the 18th century and continuing into the present, this course will investigate the complex dialogue between critical and historical approaches to the study of art. Although taught by one professor, others in the department will—on occasion—contribute in areas of their particular expertise. One three-hour session weekly. Limited to 12 students. (Permission.) Mr. Hunisak

**AR 405 Leonardo da Vinci** Spring

An examination of Leonardo da Vinci as artist and thinker in the context of the art and thought of his time, and an evaluation of his place in 19th and early 20th century culture, as seen in such writers as Pater, Valery, and Freud. Recommended especially to students interested in the aims and methods of art criticism. Lectures and discussion, two papers. Mr. Turner

**AR 500 Advanced Studies in the Visual Arts**

Supervised independent work in art history or studio. Staff

**AR 700 Senior Independent Study** Staff

See also Division of Humanities

# *Biology*

The Department of Biology offers programs in a broad spectrum of areas, ranging from life processes at the molecular level to the interrelationships of whole organisms and their environments. The Major Program is designed to enable the liberal arts student to understand the biological world and man's role in it, as well as to prepare students for graduate and professional schools. The Department is well equipped to offer laboratory study and student research opportunities in many areas. In addition, the geographical location of Middlebury College, with thousands of acres nearby owned by the College or within the Green Mountain National Forest, provides an excellent outdoor laboratory for ecological studies.

Each student electing a Biology major plans a program of courses in close consultation with a faculty adviser within the Department. This program will include BI 110, other Biology courses to bring the total within the Department to at least 10, and at least 3 cognate courses chosen from the departments of Chemistry, Physics and Mathematics. A maximum of 2 courses from CH 241, CH 242, CH 421, and CH 422 can be included among the 10 courses required for the major if they are not also used as cognates. Other courses outside the offerings of the Biology Department may be accepted for students who petition the Department individually. This procedure is intended to allow the student maximum flexibility in designing a major program which fits individual interests while providing the guidance needed to avoid mistakes which might hamper a future career.

A separate, joint major with Chemistry has been developed to enable students to study aspects of both fields without having to take all the courses prescribed for a pure major in either field. The Department also participates in the interdisciplinary Environmental Studies major. Special major programs involving biology and other fields can be arranged to suit individual needs.

Students planning careers which require graduate or professional school training involving biology should be familiar with the subject matter included in CH 101, CH 241, and CH 242; MA 112; and PH 109, and PH 110, in addition to their biology program. Some medical and graduate schools expect additional courses in mathematics and chemistry. Students who anticipate applying to graduate or professional school programs will be urged by their advisers to include appropriate courses in their programs.

The Department admits a limited number of graduate students as candidates for the Degree of Master of Science in Biology. The requirements of this program include research, a thesis, an oral examination, and some assisting in undergraduate laboratories.

Courses designated with an asterisk* may be taken without laboratory under the following conditions: (1) The stated prerequisites for the course must be met. (2) Students majoring in Biology or jointly in Biology and other subjects may not count such courses toward the fulfillment of the major.

*Required for a Major:* BI 110; 9 elective courses within the Biology Department or accepted for the Major by the Department; 3 cognates chosen from Chemistry, Mathematics, and Physics. Courses with optional laboratories in Chemistry and Physics must be taken with laboratory to fulfill this cognate requirement. Recommended: see list above, advised as preparation for graduate and professional schools.

*Required for a Joint Major in Biology or Psychology:* see description under Psychology.

*Required for a Joint Major in Biology and Chemistry:* see description under Chemistry.

*Required for an Environmental Studies—Biology Major:* 5 upperclass Biology courses including BI 311 and BI 312, 6 cognates from Chemistry, Geology, Mathematics or Physics, 5 cognates from pertinent non-science disciplines including Geography, a knowledge of a modern foreign language and two senior-thesis courses in Biology.

*Honors Program:* students should apply during Spring Term of Junior year. Honors are awarded on the basis of an Advanced Study (BI 500) project of superior quality and satisfactory completion of requirements to be specified by the Department.

*Proficiency Examination:* students are urged to take the Biology proficiency examination before starting BI 110. Those who pass the examination are excused from the BI 110 requirement for the Major (and joint majors including Biology), and have satisfied all BI 110 prerequisites for more advanced courses. They must still take 10 courses within the Department (or acceptable to it), and the required cognates, to major in Biology.

**[BI 103 Biology and its Implications for Humans]** Offered in 1975-76

**BI 110 Concepts of Modern Biology** Fall

An examination of some of the more important concepts underlying modern ecology, evolutionary biology, Mendelian and molecular genetics, cell metabolism, and physiology, with emphasis on developing meaningful generalizations. Laboratory work stresses experimentation and interpretation of biological data, and both supplements and enlarges on topics considered in lecture. Though this course is not merely an introductory survey, it does serve as an introduction to the biology major for students wishing to explore biology further prior to beginning more specialized courses. Students who have had an advanced high-school biology program should take the biology AP examination or should plan to take the Biology Proficiency Examination given by the Department during orientation week to see if this course would be helpful for their major. 3 hrs. lect., 3 hrs. lab.

Mr. Bell

**[*BI 201 Invertebrate Biology]**

***BI 203 Plant Form and Function** Fall

An introduction to the major plant groups. The morphology and physiology of selected fungi, algae, mosses and vascular plants will be explored in lecture and laboratory. The course will stress morphological and physiological adaptation of plants to the environment. An introduction to the taxonomy of local vascular plants is also included. The laboratory will commence with several field trips to local spots of botanical significance, including bogs, woodlands and a lumbering operation. Students will collect specimens of fungi, algae and other plants for later detailed laboratory observation. (BI 110 or BI 103.) 3 hrs. lect., 4 hrs. lab.

Mr. Greenwood

***BI 205 The Developmental Biology of Plants and Animals** Spring

An introduction to animal and plant development, with emphasis on the mechanisms underlying the various developmental phenomena. Laboratory will include descriptive and experimental approaches to developmental problems. 3 hrs. lect., 4 hrs. lab. with the first hour devoted to discussion. (BI 110 or permission.)

Mr. Watters and Mr. Greenwood

**BI 210 Biology of Vertebrates—Anatomy and Physiology** Fall

An introduction to the form and function of selected organs and organ systems of vertebrates. Comparative anatomy and physiology above the cellular level of organization are emphasized. Topics include skeletal, muscular and digestive systems. (BI 110.) 3 hrs. lect., 4 hrs. lab.

Mr. Fischer

**BI 211 Biology of Vertebrates—Anatomy and Physiology** Spring

This course, the continuation of BI 210, is an introduction to the form and function of selected organs and organ systems of vertebrates. Comparative anatomy and physiology above the cellular level of organization are emphasized. Topics include circulatory, respiratory, excretory, endocrine, and nervous systems. (BI 210 or permission.) 3 hrs. lect., 4 hrs. lab.

Mr. Fischer

***BI 267 The Biology of Insects and Related Arthropods** Fall

Insects comprise more than half the identified species of living things. This course will consider the varieties of insects and their relationships to other groups of inver-

tebrates, various aspects of their physiology and behavior; it will discuss their economic importance as plant pollinators and pests and as parasites and pathogen vectors of both plants and animals. Ecological aspects of chemical and biological control measures will be weighed. Other arthropods such as spiders, mites and ticks will be considered briefly. The laboratory will consist of collecting and identification sessions, observations of behavior in field and laboratory, morphology and anatomy of the various stages in the development of insects, and physiological experiments. Students planning to register for the course in May are asked to see the instructor at that time concerning the possibility of insect collection during the summer. 3 hrs. lect., 4 hrs. lab. (BI 110 or BI 103, or permission.) Mr. McDonald

**BI 305 Microbial Ecology** Spring

An introduction to the biology of microorganisms from an ecological point of view, covering principally the bacteria, bacterial viruses, and unicellular algae. The role of microorganisms in the cycling of materials within the biosphere will be stressed. Other topics include microbial genetics as it relates to bacterial adaptation, symbiosis and the ecology of disease, and the applications of microbial ecology in such areas as waste treatment and pollution control. The laboratory will include exercises dealing with the isolation, culture, and identification of microorganisms as well as experiments on microbial interactions in simplified ecosystems. 3 hrs. lect., 3 hrs. lab. (BI 110 or 103, CH 101.)

Mr. Bell

**BI 311 General Ecology** Fall

The organism in relation to the abiotic environment. A critical investigation into how the physical and chemical factors of fresh-water, marine and terrestrial habitats affect the position and number of organisms. Human influence on the natural environment will be considered. Laboratory exercises include field trips to study environmental parameters with two or more weekend trips to study a lake and its watershed as a sample ecosystem followed by laboratory analysis of data collected. Laboratory reports and term paper required. (BI 103 or 110.) 3 hrs. lect., 3 hrs. lab. BI 311 and 312 may be taken in either order. Mr. Woodin

**[BI 312 General Ecology]** Offered in 1975-76

***BI 314 Genetics** Spring

Lecture topics include the physical basis of heredity, chromosome aberrations, the nature and action of hereditary material, mutations, linkage and recombination in procaryotes and eucaryotes, and an introduction to evolutionary and population genetics. Laboratory study is designed to introduce some major organisms and techniques used in research, and includes training in analyzing and reporting data. 3 hrs. lect., 3 hrs. lab. (BI 110 or 103.) Mr. Saul

***BI 316 Animal Behavior** Spring

A review of recent developments in the field of the behaviors of invertebrates and vertebrates, particularly of the latter, with emphasis on the evolution and ontogeny of behavioral patterns, and some consideration of the physiological and neural mechanisms underlying them. The laboratory will consist of two independent investigations and reports thereon, one on aquarium fish and the other on local mammals or birds in their natural habitats. 3 hrs. lect., 3 hrs. lab. (BI 103 or 110 or permission.) Mr. McDonald

**BI 350 Topics in Cellular Biology** Fall

Emphasis on the integrative organization of cellular structure and function, especially with respect to the acquisition, transformation, and utilization of energy. A critical and experimental approach to the study of cellular phenomena will be stressed and in part will involve physical and chemical concepts and methods. Laboratory experiments are designed to implement this approach. (BI 110, CH 241 or permission.) 3 hrs. lect., 4 hrs. lab. Mr. Watters

**BI 401 Advanced Genetics** Fall

An examination of selected topics of current interest in various aspects of genetics, based on readings from journals and symposia. In addition to faculty presentation there may be some student seminars; discussion will be encouraged. At least one paper will be required. (BI 314 or permission.) Mr. Saul and Mr. McDonald

**BI 408 Advanced Topics in Cellular and Developmental Biology** Spring

A detailed study of cell and organ function with a critical emphasis on experimental methodology. Lectures will stress evaluation of experimental procedures and interpretation of data. Topics will include transport phenomena in plants and animals, the molecular basis of plant and animal hormone action, the physiology of dormancy, and other problems in plant development. Laboratory work will familiarize the student with research methods essential in all biology, and will stress interpretation of data, using selected statistical methods. Three laboratory projects will be carried out. They will include instruction in cytology, radioisotope methodology, chromatography, and other important techniques. 3 hrs. lect., 3 hrs. lab. (BI 203 or 350 or permission.)

Mr. Greenwood and Mr. Watters

**BI 410 Evolutionary Biology** Fall

A consideration of the numbers and diversity of species, and the regulatory roles of competition and predation. The strategy and predictability of evolution. Genetic mechanisms underlying adaptation, speciation, and evolution. Lectures and discussions; possibly occasional laboratories and field trips. Each student will be required to write at least one paper based on journal literature. (BI 314, MA 112.) Mr. Saul and Mr. Bell

**BI 500 Advanced Study** Fall, Winter, Spring

A project involving laboratory research or extensive library study on a topic chosen by the student and a faculty adviser. For Biology majors. (Permission.) Staff

**BI 750 Senior Work (Environmental Studies)** Fall, Winter, Spring

Independent Study—Senior Thesis

Independent Study, normally involving a laboratory or field research project for any two of the three senior terms. Required of Environmental Studies majors specializing in ecology. Not open to Biology Majors. Staff

**BI 900 Research and Thesis** Fall, Winter, Spring

Required for all candidates for the Master's degree. Staff

# *Chemistry*

The Department of Chemistry believes that the basic program required of all majors provides a firm foundation in fundamental principles on which individual students may build to accommodate a variety of objectives including secondary-school teaching, a position in industry or advanced work in graduate or professional school. Although non-majors may take, with the exception of CH 412, any laboratory course without the laboratory, courses constituting a part of a major in chemistry must be taken with laboratory. The Department of Chemistry is accredited by the American Chemical Society and students taking the appropriate electives may be certified by the Society.

*Required for a Major:* CH 101*, CH 131, CH 211, CH 241, CH 242, CH 351 plus four elective courses in the Department; MA 112, MA 113, PH 109 and PH 110. Two or three units of independent study may be included in the four required chemistry electives. Students with a professional interest in chemistry are encouraged to elect CH 341, CH 352, CH 412, CH 431, CH 452, two course credits of independent study, MA 201, MA 202 and GN 101, GN 102 or RU 101, RU 102.

*Joint Major in Biology and Chemistry:* Required for a major: Biology: BI 110, and four electives in Biology; Chemistry: CH 101*, CH 131, CH 211, CH 241, CH 242, CH 351; MA 112, MA 113, PH 109, PH 110 and three additional electives from Biology, Chemistry, Mathematics or Physics.

A deposit fee to cover cost of broken apparatus is charged in each laboratory course. Bills will be mailed after the second week in each term.

**CH 101 Fundamentals of Chemistry** Fall, Spring

Fundamental principles of chemistry. Atomic theory and atomic structure, chemical bonds, stoichiometry, kinetic theory and the states of matter. Problem drill, conferences. Laboratory work deals with the testing of theories by various quantitative methods. Students with adequate secondary-school preparation are encouraged to consult the Department for permission to elect Chemistry CH 211, CH 131, or CH 241 in place of this course. 3 hrs. lect., 4 hrs. lab. Breakage fee. Mr. Schuh, Mr. Roberts

**CH 107 Same as CH 101 but without the laboratory.**

**CH 102 Environmental Chemistry** Fall

Principles of general chemistry necessary for an understanding of the chemistry of natural systems. Emphasis on the chemistry of natural systems. Emphasis on the chemistry of sulfur, nitrogen and carbon cycles and of the heavy metals relative to air, water and soil pollution. Laboratory experience in environment sampling and analysis. 3 hrs. lect., 3 hrs. lab. Breakage fee. Mr. Pool

**CH 108 Same as CH 102 but without the laboratory.**

**CH 131 Systematic Inorganic Chemistry** Fall, Spring

A systematic study of the elements and their compounds based on the Periodic Table. The isolation of the elements from their natural sources, and the synthesis of some important types of inorganic compounds. The properties of selected elements and their compounds are discussed in class and/or studied in the laboratory using various analytical methods. (CH 101 or permission.) 3 hrs. lect., 3 hrs. lab. Breakage fee. Staff

**CH 137 Same as CH 131 but without the laboratory.**

* CH 101 is the normal introductory course in Chemistry. However, many students qualify for permission to omit CH 101 and begin studies in Chemistry with CH 211 or CH 131, or CH 241. Consult the Chairman of the Department.

**CH 211 Analytical Chemistry I** Spring

Extensive treatment of mass action theory (ionic equilibrium) concerned mainly with ionization of strong and weak electrolytes, buffers, hydrolysis, soluility of difficultly soluble substances, complex formation, oxidation-reduction systems, and quantitative measurements involving these phenomena. Laboratory work is mainly titrimetric analysis with some gravimetric methods. (CH 101 or permission.) 3 hrs. lect., 6 hrs. lab. Breakage fee. Mr. Pool

**CH 217 Same as CH 211 but without the laboratory.**

**CH 241, CH 242 Organic Chemistry I and II** Fall, Spring

An introduction to the study of the compounds, both aliphatic and aromatic, of carbon. The approach is based on the properties of functional groups with emphasis on electronic theory and reaction mechanisms. Laboratory exercises involving synthesis of organic compounds, analysis of various classes of compounds, and identification of unknowns complement the lecture material. (CH 101 or permission; CH 241 must precede CH 242.) 3 hrs. lect., 6 hrs. lab. Breakage fee. Mr. Harnest, Mr. Ledlie

**CH 247, CH 248 Same as CH 241, CH 242 but without the laboratory.**

**[CH 341 Organic Chemistry III]** Offered in 1975-76

**[CH 347 Same as CH 341 but without the laboratory.]**

**CH 351 Physical Chemistry I** Fall

A study of the properties of gases, liquids, and solutions. The laws of thermodynamics are developed and applied to simple chemical systems and to chemical equilibrium. Chemical kinetics is treated empirically with consideration given to the order and molecularity of reactions and the effect of temperature. (MA 113, PH 109, plus 2 semester courses in chemistry.) 3 hrs. lect., 4 hrs. lab. Breakage fee. Mr. Roberts

**CH 357 Same as CH 351 but without the laboratory.**

**[CH 352 Physical Chemistry II]** Offered in 1975-76

**[CH 358 Same as CH 352 but without the laboratory.]**

**CH 412 Advanced Analytical Chemistry** Spring

Principles and theory of separations, both qualitative and quantitative, by chemical and physical methods. Instrumental methods of analysis: spectrophotometric, electrometric and others. Mr. Pool

**CH 421 Biochemistry** Fall

An in-depth study of the structure and function of macro-molecules. The physical and chemical properties of proteins, enzymes, and nucleic acids are studied. Topics include: techniques of isolating and determining the physical properties of proteins, the biological function of enzymes and enzyme kinetics, and a physical description of the function and behavior of nucleic acids. (CH 242, CH 351, or permission; Biology BI 110 is recommended.) 3 hrs. lect. Mr. Schuh

**CH 422 Biochemistry** Spring

A study of intermediary metabolism and bioenergetics of biological systems; a brief look at genetic storage and transmittance of information. Some of topics studied are: ATP and tricarboxylic acid cycles and biosynthesis of carbohydrates, amino acids, and proteins. Optional laboratory work involves individual projects dealing with various biochemical techniques. (CH 242 (248), CH 351, or permission; BI 110 is recommended.) 3 hrs. lect., 3 hrs. lab. optional. Breakage fee. Staff

**CH 431 Advanced Inorganic Chemistry** Fall

Atomic structure; molecular structure by valence bond and molecular orbital treatment; transition metal complexes according to valence bond, molecular orbital, crystal field, and ligand field theories. Relations of atomic and molecular structure to chemical and physical properties. Other topics such as crystal chemistry, acid-base theories, solvent systems, and nuclear chemistry. (CH 131 and four additional courses in Chemistry.) 3 hrs. lect. Staff

**CH 442 Advanced Organic Chemistry** Spring

An extensive treatment of the relationship between structure and reactivity in organic systems. Topics will include thermodynamics, conformational analysis, kinetics, orbital symmetry, bonding theory and the application of modern spectral techniques to physical organic chemistry. (CH 242.) Mr. Ledlie

**[CH 443 Advanced Organic Chemistry]**

**[CH 452 Physical Chemistry III]** Offered in 1975-76

**CH 500 Independent Study Project** Fall, Spring

Individual Study for qualified students. Permission. Breakage fee. Staff

**CH 700 Senior Work** Fall, Winter, Spring

Senior majors may register for two or three course equivalents. The student plans and carries out a laboratory research project generally related to current faculty research interests.This work is normally culminated by the writing of a senior thesis. Staff

# *Classics*

Courses in the Classics are offered to help students attain a rapid and accurate knowledge of Greek and Latin and make them appreciative of the aesthetic and historical values of major and minor authors who wrote in the two languages. Students who are interested in advanced work in the Classics are encouraged to contemplate a joint or double major with some other department.

**CL 101 Elementary Latin** Fall
An introduction to the Latin language and literature. Text: *Lingua Latina Secundum Naturae Rationem Explicata.* Miss Heibges

**CL 102 Elementary Latin** Spring
A continuation of CL 101. (CL 101 or one year of high-school Latin.)
Miss Heibges

**CL 103 Elementary Greek** Fall
Mr. Harris

**CL 104 Elementary Greek** Spring
A continuation of CL 103. Mr. Harris

**CL 201 Intermediate Latin** Fall
Text: *Lingua Latina Secundum Naturae Rationem Explicata, Vols. 3 and 4.* (CL 102 or two years of high-school Latin.) Miss Heibges

**CL 202 Intermediate Latin** Spring
Continuation of CL 201. (CL 201 or three years of high-school Latin.)
Miss Heibges

**CL 203 Intermediate Greek** Fall
An introduction to Greek drama through the writings of Euripides. (CL 103, 104, or equivalent.) Mr. Harris

**CL 204 Intermediate Greek** Spring
A continuation of CL 203. Mr. Harris

**CL 301 Advanced Latin** Fall
Roman Historiography: Tacitus. (CL 202 or four years of high-school Latin.)
Miss Heibges

**CL 302 Advanced Latin** Spring
Roman Philosophy: Lucretius. (CL 202, 301, or four years of high-school Latin.) Miss Heibges

**CL 550 Independent Study** Fall, Spring
Students select an author not previously studied and work largely on their own, conferring weekly with the staff about problems in language and interpretation as they arise. Miss Heibges, Mr. Harris

See also Division of Foreign Languages

# *Economics*

*The Major Program* is composed of two introductory courses; two "core" courses—Microeconomic Theory and Macroeconomic Theory; Economic Statistics I; and five elective courses, one of which must be from the "400" group. In the Fall-Winter terms of their senior year, eligible majors may undertake Honors work. In general, course numbers reflect levels of difficulty and preferred sequence.

The Department strongly recommends that Economics majors take MA 112 (Mathematical Analysis I) early in their programs. Majors should consult with their Department adviser for other appropriate cognate courses.

A student may bypass either EC 150 or EC 155, the introductory courses, by taking a qualifying examination. These will be given during the first week of the Fall and Spring terms, time and place to be announced by the Department.

Majors considering graduate programs in Economics are urged to take EC 215 and EC 310; those considering graduate programs in Business, EC 220 and EC 320; in Law, EC 220. Non-majors considering graduate programs in Economics or Business should take EC 350 and EC 355, the core theory courses.

**EC 150 Contemporary Economic Problems (Macro)** Fall, Spring

An introduction to the analysis of such macroeconomic problems as inflation; employment levels; the role of money, taxation and spending; and resource use and conservation. Staff

**EC 155 Contemporary Economic Problems (Micro)** Fall, Spring

An introduction to the analysis of such microeconomic problems as price formation (the forces behind demand and supply); market structures, from competitive to oligopolistic; the distribution of income, and public policy options bearing on these problems. Staff

**EC 210 Economic Statistics I** Spring

An introduction to the fundamentals of statistical analysis. Topics include the measurement and interpretation of data, estimates of central tendency and dispersion, probability, random variables, hypothesis testing, and an introduction to linear regression. Mr. Korbel

**EC 215 Mathematics for Economists** Fall

An introduction to the mathematical methods most useful to analysis in the social sciences, particularly economics. Topics include mathematical models, numbering systems, functions, systems of equations, linear programming, matrix algebra, differential calculus and integral calculus. No previous mathematics required. Mr. Korbel

**EC 220 Principles of Accounting** Fall, Spring

Accounting procedures for proprietorships and corporations with maximum emphasis on theoretical considerations involved. Mr. Smith

**EC 230 The Industrial Revolution and its Antecedents** Fall

An analytical examination of the decisive turning point in the economic development of the western world, probing *inter alia* the roles of science, capital, population growth, and enterprise. Mr. Wolff

**EC 270 Public Finance** Spring

An examination of taxation, in theory and in practice. Attention will be given to local, state, and federal situations. (EC 150 or 155.) Mr. Smith

**EC 310 Economic Statistics II** Spring

This course provides a further extension of regression and correlation analysis. Other topics include chi-square, F and t-distributions, analysis of variance, the construction and analysis of index numbers, time series analysis and business forecasting (EC 210.)

Mr. Korbel

**EC 320 The Corporation** Spring

A study of the corporation as an economic and social institution. (EC 150, EC 155 and EC 220.) Mr. Smith

**[EC 330 The Economics of Development]** Offered in 1975-76

**EC 335 Comparative Economic Systems** Spring

An analysis of the alternative methods proposed and used for solving the universal economic problems under different social and political philosophies and forms of government. (EC 150 or EC 155.) Mr. Sullivan

**EC 350 Macroeconomic Theory** Spring

Macroeconomic theory provides a framework in which the major forces affecting the overall performance of the economy can be isolated and their influence on aggregate activity analyzed. Its goal is to provide a basis for prediction and control of such economic aggregate as level of employment and unemployment, general price level, and level and rate of growth of national income and product. (EC 150 or qualifying exam.)

Ms. Schneider

**EC 355 Microeconomic Theory** Fall

An analysis of the modern theory of consumer behavior and demand, production and cost, the firm and market organization, income distribution, and general equilibrium and economic welfare. (EC 155 or qualifying exam.) Mr. Claudon

**EC 360 Urban Economics and the Economics of Urban Problems** Spring

Consideration of such topics as the location of economic activity; trends in U.S. urban structure; urban transportation, housing, and finance; planned cities; and metropolitan governments. (EC 155.) Ms. Schneider

**EC 365 Environmental Economics** Fall

An examination of the problems which must be resolved as society considers the costs of preserving or improving its environment versus the benefits from such expenditures. (EC 150 and EC 155.) Mr. Smith

**EC 370 Monetary Theory and Institutions** Fall

An introduction to the nature and role of money in an economic system; historical development of the United States financial and Federal Reserve systems; role of money in Classical and Keynesian theory; central bank policy; international monetary systems. (EC 150, EC 155 or permission.) Ms. Schneider

**EC 440 The Economics of International Trade** Spring

A study of the economic basis of trade among nations, its composition, and impact on domestic economics. (EC 355.) Mr. Claudon

**[EC 450 History of Economic Thought]** To be offered in 1975-76.

**EC 460 Industrial Organization and Public Policy** Spring

The structure and performance of American industry in light of economic theory are examined. Public policies toward business are reviewed and evaluated. (EC 355.)

Mr. Craven

**EC 480 Radical Economics** Spring
An examination of radical critiques of the methodology and content of orthodox economics. (EC 350 or EC 355 or permission.) Mr. Craven

**EC 485 Labor Economics** Fall
Economics of manpower and the labor market; the role of unions; labor legislation. (EC 355.) Mr. Sullivan

**EC 500 Individual Special Projects** Fall, Spring
(Permission. See Handbook.) Staff

**EC 700 Senior Research for Honors** Fall
(Permission.) Mr. Claudon and Staff

# *English and Drama*

The Department offers majors in English literature and in Drama. The symbol ED is used to designate all courses offered by the Department, e.g., ED 103, ED 235, ED 442, etc.

Because of the varied nature of the Department's offerings, courses are differentiated by their second and third digits in the following manner:

Literature (00-19)
Dramatic Literature (20-39)
Theatre Arts (40-59)
Writing (60-79)

## *Freshman Writing Program*

All freshmen must elect one of the courses in the writing program. See complete description under "American Literature." Freshmen who have completed the Writing Program requirement may, in their freshman year, elect a second, different ED 100 level course, space permitting.

**ED 101 Narrative Fiction** Fall, Spring

Selections from the works of Hardy, Conrad, Joyce, Mansfield, Lawrence and Woolf. Papers will emphasize close attention to texts, on the understanding that ability to read well and thoroughly is a necessity for competent self-expression.

Ms. McDaniel & Staff

**ED 103 Lyric and Narrative Poetry** Fall, Spring

Close analysis of selected poems both traditional and modern. The course will savor the musical, metaphorical and dramatic aspects of poetry, the relationship between voice and implication, between sound and sense. "Every poem is a new metaphor inside or it is nothing."—Robert Frost. "I do not know which to prefer./The beauty of inflections/or the beauty of innuendoes."—Wallace Stevens. Mr. Pack and Staff

**ED 105 Drama** Fall, Spring

The themes and forms of comedy. Included among the works studied will be Aristophanes' *Lysistrata,* Shakespeare's *Much Ado About Nothing, As You Like It,* John Gay's *The Beggar's Opera,* Oscar Wilde's *The Importance of Being Earnest,* films of the Marx Brothers and Charlie Chaplin, and one contemporary TV comedy series.

Mr. Littlefield and Staff

**ED 107 The Essay** Fall, Spring

Study of and experimentation in the art of expository prose writing, with attention to voice, stance, strategies of argumentation—confirmation and refutation—and the convincing use of evidence. Working from the essays of major prose stylists including Bacon, Swift, Orwell and D.H. Lawrence, analyzing, criticizing, and refashioning their arguments and strategies, the course will concentrate on developing the individual student's control of argumentation and integrity of personal style. Mr. Halpern and Staff

**ED 160 Sensibility** Spring

The examination of the multiple self through writing. The subject matter of the course is provided in the main from the student's own experience. Students submit written work for each class and thereby supply subjects for discussion in subsequent classes. Mr. Hill and Staff

Admission to ED 170 and to ED 175 below is by permission. Each student must submit a sample of recent work in poetry or prose fiction. The sample, which must be received in the Departmental office by noon on the Thursday before classes begin, need not be more than several pages long.

**ED 170 Prose Fiction I** Fall, Spring

For approximately half the term the course concentrates on the close analysis (in discussions and written assignments) of short stories by writers in the modern tradition such as Joyce and Hemingway. During the second half of the term imaginative writing by students in the course will be analyzed and discussed critically. Workshop sessions throughout the term will take as subject matter student writing about short stories as well as short prose fiction by students. (Permission. See above.) Mr. Martin and Staff

**ED 175 Poetry I** Fall, Spring

Each student will write at least one poem a week, exploring a variety of poetic forms. The class will examine closely and critically poems written by students and published poets, when possible tracing development of published poems through drafts. (Permission. See above.) Mr. Price

## *Major Programs*

*Required for a Major in English* are (1) Interpretation of Literature: an Historical Approach (ED 201-202) or Forms and Styles of the Theatre: an Historical A 241-242); (2) Distribution Courses: five courses in literature, one chosen from each of the following groups: A) ED 211, 227, 308, 403, 404; B) ED 224, 303, 304, 321; C) ED 206, 305, 306; D) ED 207, 235, 313, 314, AL 301; E) ED 208, 212, 325, 326, AL 302, AL 404; (3) the Senior Program.

*The Senior Program in English* includes a Senior Essay or Honors Thesis and the General Examination. The Senior Essay is a one-term project; the Honors Thesis is a two-term project. Majors who have taken a writing course and an independent study project in writing may petition to undertake a creative writing project as Senior Essay or Honors Thesis. Each Senior is assigned to a faculty member for guidance in the essay or honors thesis. The General Examination receives one course-credit. The examination will be based on a general reading list and on the reading list of the Distribution Courses. Departmental honors will be awarded on the basis of grades in the General Examination and the Honors Thesis or the Senior Essay.

*Required for a Major in Drama* are (1) Forms and Styles of the Theater: an Historical Approach (ED 241-242) or Interpretation of Literature: An Historical Approach (ED 201-202); (2) Distribution Courses: four courses in dramatic literature including Greek and Roman, Shakespeare, 19th Century, and Modern; (3) Two additional courses in the 40-series (theatre arts); (4) Participation in three production seminars, not necessarily for credit; (5) the Senior Program.

*The Senior Program in Drama* includes a Senior Project or Honors Project and the General Examination. (See details under English Major.) Each senior is expected to master a general reading list and review lists of his or her Distribution Courses and work in other theatre arts courses. Honors will be awarded as for the English Major.

## *Upper Division Courses*
## *Literature*

**ED 201 Interpretation of Literature: Chaucer, Shakespeare, and Milton** Fall

Major works by Chaucer, Shakespeare, and Milton will be considered: *The Canterbury Tales* (selections); three plays by Shakespeare; *Paradise Lost.* (Sophomores, Juniors, Seniors.) Staff

**ED 202 Interpretation of Literature: Pope, Wordsworth, the later 19th and early 20th Century** Spring

Major poems by Pope and Wordsworth (excluding *The Prelude)* will be considered during the first eight weeks; the last four weeks will be spent considering a selection of works from one or two major 19th or early 20th century writers such as Dickens, Tennyson, Hardy, Conrad, Lawrence, T. S. Eliot. Staff

**ED 206 The Early Novel** Fall

The rise of the novel as an art form: John Bunyan to Jane Austen. Novelists to be read include Bunyan, Defoe, Richardson, Fielding, Smollett, Sterne, Walpole, Ann Radcliffe, and Jane Austen. Mr. Prickitt

**ED 207 Nineteenth Century Fiction** Fall

Analysis of form and theme in representative English novels of the 19th century. Novelists to be read include Gaskell, Dickens, Thackeray, the Brontës, Eliot, Hardy and James. Ms. McDaniel

**ED 208 The Twentieth Century English Novel** Spring

The course will focus on the "Modernist" writers of the first third of the century: Conrad, Ford, Forster, Woolf, Joyce, and Lawrence. Background readings from such figures as Bergson and Freud will help define the intellectual context within which these novelists worked. Mr. Elder

**[ED 210 Comparative Fiction]**

**ED 211 Classics of Literature: Greece** Spring

A study of the literary achievement of Homer, Herodotus, Thucydides, and Plato. Works examined will include the *Iliad, Odyssey,* the *Histories* of Herodotus, the *Peloponnesian War* of Thucydides and selected dialogues of Plato. Mr. Littlefield

**[ED 212 Modern British Poetry]** Offered in 1975-76.

**[ED 303 Introduction to the Literature of the English and Continental Renaissance: 1500-1610]** Offered in 1975-76

**ED 304 English Literature in the 17th Century** Spring

A survey of the thought and literature of the 17th century. Selected works of both prose and poetry by Bacon, Burton, Jonson, Donne, Herbert, Marvell, Bunyan and Milton—with attention to the historical and cultural background of the period.

Mr. Halpern

**[ED 305 Poetry and Prose of the English Augustan Age]** Offered in 1975-76

**ED 306 Prose and Poetry of the Age of Johnson** Spring

A study of the major writers of the second half of the 18th century as they reflect the changing and conflicting social, political, moral, intellectual, and aesthetic attitudes of the period. The major figures studied are Johnson, Boswell, Gray, Goldsmith, Sterne, Burke, and Burns. Limited to 15. Mr. Prickitt

**[ED 308 Classics of Literature: Rome]** Offered in 1975-76

**ED 313 English Romanticism** Fall

Primary attention will be given to the poetry of Wordsworth, Keats, Byron and Shelley. The course will also explore the question of why these four diverse writers are all considered characteristically "Romantic." Among the ways of identifying an encompassing tradition will be the study of selected materials from 18th century French and

German literature; a brief investigation of English Romantic painting; and the reading of certain 20th century poems as examples of the modern Romantic impulse. Mr. Elder

**ED 314 Victorian Poetry, Nonfiction Prose, and Drama** Spring

The major writers of the period studied thematically. Science, religion, war, women, the poet as sage, the poet as alien are among the subjects examined. Works by Tennyson, Mill, Ruskin, Gilbert and Sullivan, Arnold, Browning, Carlyle, Pater, Rossetti, and Swinburne will be read. Ms. McDaniel

**ED 403 Medieval Romance** Fall

A study of the development of Arthurian Romance from its origins in the *History of the Kings of Britain* to its maturity in *Sir Gawain and the Green Knight* and Sir Thomas Malory's *Le Morte d'Arthur,* with reference to the continental tradition and the social and intellectual backgrounds of the romance genre. Mr. Halpern

**ED 404 Chaucer** Spring

Reading and discussion of the major achievements among the *Canterbury Tales,* and the *Troilus and Criseyde,* with reference to intellectual background and developments in Gothic style through the 14th century. Mr. Martin

**ED 405 Seminar: Spenser** Spring

An intensive study of Spenser's *The Faerie Queene.* We will examine Spenser's epic in the context of Renaissance heroical poetry: Ariosto's *Orlando Furioso,* Tasso's *Jerusalem Delivered* and Sidney's *Arcadia.* (Selections from Ariosto and Tasso will be read in translation.) Emphasis will be given to Spenser's concern with the nature and possibilities of ideal conduct and with the problems of ethical action. (Permission.) Ms. Crehan

**ED 407 Seminar: William Butler Yeats** Spring

Extensive reading in most of Yeats' works with intensive study of selected poetry. Works to be read or read in outside the required reading of all the poetry will include: *The Autobiography, The Collected Plays, A Vision, Mythologies, Irish Fairy and Folk Tales* (ed. Yeats), *Ideas of Good and Evil, Discoveries, Per Amica Silentia Lunae, The Cutting of an Agate.* (Permission.) Mr. Hill

**ED 408 Seminar: Dreams and Poetry** Fall

"Poetry can teach us much about the strange symbolic language of dreams, and I often wonder whether the poets derive their inspiration directly—perhaps without knowing it—from the depths of the dreaming mind." (Dr. Ann Faraday) This seminar will investigate dream imagery and the image of the dream in 19th and 20th century British and American poetry. We will consider such topics as the dream as symbol, motif, mode of narrative expression, climax, resolution, and the associated problems of understanding symbolic language in selected poems by Coleridge, Wordsworth, Keats, Shelley, Blake, Emily Dickinson, T. S. Eliot, Frost, Roethke, Jarrell and others, with ancillary readings in Freud, Jung, and dream theorists contemporary with the poets addressed. (Limited to 15 students by permission.) Mr. Price

**AL 409 Seminar: William Faulkner** Fall

(For description see American Literature Department) Mr. Martin

## *Dramatic Literature*

**ED 224 Medieval and Renaissance Drama** Fall

A survey of English drama from the Tudor moral interlude to the closing of the theaters in 1642, with attention to the development of dramatic forms and to the cultural and intellectual background of the period. Selected plays by Lyly, Kyd, Marlowe, Greene, Jonson, Beaumont and Fletcher, Middleton, Webster, Ford and Shirley. Ms. Crehan

**[ED 227 Greek and Roman Drama]** Offered in 1975-76

**ED 235 19th Century Drama** Spring
A study of idealists, realists and dreamers including plays by Buchner, Goethe, Hugo, Ibsen, Strindberg, Zola, Tolstoy, Chekhov, Wilde, Shaw (early works) and others. (Limited to 32 students.) Staff

**ED 321 Shakespeare** Fall
An intensive scrutiny of language, character and theme in several of Shakespeare's major plays with a primary focus on *Hamlet* and *King Lear*. (Juniors and Seniors.) Mr. Cubeta

**ED 322 Shakespeare** Spring
See ED 321. Not open to students who have taken ED 321. (Juniors and Seniors.) Mr. Cubeta

**[ED 325 Modern Drama: 1870-1920]**

**ED 326 20th Century Drama** Fall
A study of innovators, rebels, and eccentrics from among the following: Shaw, Gorki, Pirandello, Synge, Casey, Brecht, Durrenmatt, Artaud, Sartre, Genet, Beckett, Ionesco, Osborne, and Pinter. (Limited to 32 students.) Staff

**[ED 327 American Drama]** Offered in 1975-76

**ED 421 Seminar: Eugene O'Neill** Fall
Intensive study of O'Neill's life and works. Plays such as *Beyond the Horizon, The Fountain, Marco Millions, Lazarus Laughed,* and *Days Without End* will be discussed as well as O'Neill's more familiar repertory. Mr. Volkert

## *Theatre Arts*

**ED 146 Introduction to Acting** Fall and/or Spring
Communicating thought and emotion in the theatre by means of voice, gesture and movement. Extensive use of recordings in exploring the potentials of vocal expression and of video-tape in relation to mimetic invention. Periodic performance for an invited audience. (Limited to 20.) Staff

**ED 241 Forms and Styles of the Theater: An Historical Approach** Fall
Coordinate study of the development of the theater and of the literature of the theater: from the classic theater of Greece and Rome to the Renaissance, including works by Aeschylus, Sophocles, Euripides, Aristophanes, Plautus, Terence, Marlowe, Shakespeare, Corneille, Moliere, Racine, and Dryden. Staff

**ED 242 Forms and Styles of the Theater: An Historical Approach** Spring
An examination of playwrights, directors, designers and producers who established the patterns of 19th and 20th century theater. Staff

**[ED 245 Play Analysis, Preparation and Performance]** Offered in 1975-76

**ED 249 Design: Theater** Fall
A series of readings, discussions, exercises and projects in which historical and contemporary approaches to mounting plays are examined. In the Fall term emphasis is on stage/auditorium forms and equipment. In the Spring, emphasis is on scenic forms and styles as expressive, interpretative elements in production planning. Mr. Potter

**ED 250 Design: Scene** Spring
See ED 249 above. Mr. Potter

**[ED 251 Style: Design (Costume.)]** Offered in 1975-76

**[ED 252 Style: Lighting]** Offered in 1975-76

**ED 346 Style: Acting and Directing** Fall
An exploration of modern approaches to interpreting a play on stage. The theories of Stanislavski, Brecht, Artaud, and Grotowski will be examined in relation to selected plays by modern playwrights. Each student will take part as actor or director in a final project of his choice. From this course 500 projects or senior projects may be developed. (Permission: preference will be given to upperclassmen.) Mr. Volkert

Production Seminars:
The Department offers a production seminar in conjunction with each major production. Students enrolled in these seminars take part in a two or three week period of intensive study of the play and then participate in the production of the play. Each student, with the approval of the department, defines the nature of his participation: actor, stage manager, critic, literary historian, or designer, etc. Participation may vary from playing a major role to writing an extended critical essay about the playwright. (Open to freshmen and upperclassmen. Permission.)

**ED 441 Production Seminar: Study, rehearsal and performance of Marat/Sade by Peter Weiss** Fall
The unusual nature of this play necessitates special training of the actors. All performers will participate in rigorous training designed to develop the ensemble acting required. Hence all participants will receive credit and will be required to attend the training sessions. Four singers and five musicians are an integral part of the cast. Instruments needed are small organ, lute or guitar, flute, trumpet and drums. (Enrollment 36 to 40.)
Mr. Volkert

**ED 442 Design and Production** Fall
Mr. Potter

**ED 443 Production Seminar** Spring
Staff

**ED 444 Design and Production** Spring
Mr. Potter

## *Writing*

**ED 260 Factual Writing** Fall
This course offers a varied experience in factual, as opposed to fictional writing. Each student will write a narrative; an exposition; an argument; an informal essay; an analysis; and a formal research paper, with footnotes and bibliography, subject to be chosen by the student. Mr. Clagett

**ED 270 Prose Fiction II** Fall and Spring
With advice and editorial assistance from the instructor, students will undertake more ambitious writing projects in order to develop their talents and to broaden their sense of technique and style. Students may choose to write stories, novelettes, novels, or, in special cases, plays. (Limited enrollment. Permission.) Mr. Clagett

**ED 275 Poetry II** Fall

A seminar course in which students are encouraged to undertake writing projects, with advice and editorial assistance from the instructor, in order to discover where their talents may lie and to broaden their sense of technique and style. The class will meet once a week to discuss samples of contemporary writing and each other's work. Each student will also work in conference with the instructor. (Limited to twelve students. Permission.)

Mr. Pack

**ED 279 Techniques of Research** Spring

This course is designed to train students in the art of research for material to be used in various kinds of advanced writing, including biography, nonfiction, fiction, and scholarly writing. The choice of the topic is open to the student. (Limited enrollment. Permission.)

Mr. Clagett

Advanced Writing: Students may undertake writing at the 500 or 700 levels. Candidates are asked to submit a description of their project and samples of their writing to a departmental committee two weeks before registration.

## *Special Projects*

The Department will consider applications from qualified students who wish to undertake special projects in literature, dramatic literature, writing, directing, theatre arts, or film. A student proposing to undertake such a project should submit a detailed proposal to his adviser two weeks prior to registration.

**ED 500, 520, 540, 560 Special Projects** Fall or Spring

Staff

## *Senior Program*

The Senior Program includes a General Examination (ED 705) and a one-term Senior Essay or a two-term Honors Thesis (ED 700, or 740, or 760). Normally all seniors register for one unit of ED 700, 740, or 760 in the Fall Term and take the General Examination (ED 705) in the Winter Term. Students undertaking two-term Honors Theses programs register for and complete them during Spring Term.

All Senior Essays (one-term writing programs and projects) must be completed no later than the end of the first week of Winter Term. Late essays will receive a grade of no higher than C. No essays will be accepted after the end of Winter Term. All Honors Theses (two-term writing programs and projects) must be completed no later than the end of the second week of classes after Spring Recess. Late theses will receive a grade no higher than C and will have no oral examination or outside reader. No Honors Theses will be accepted after May 1. No one is permitted to register for the second term in an Honors Thesis program unless he or she has accomplished and submitted a substantial amount of work during Fall Term.

See also Division of Humanities.

# *The Program in Environmental Studies*

The interdisciplinary major in Environmental Studies has fields of emphasis in any of the Natural Sciences and Geography. Middlebury's locale affords a unique opportunity for field work in these areas and the major is designed to take full advantage of this opportunity. It is designed for the student who comes to Middlebury with an interest in such interdisciplinary careers as terrestrial or marine ecology, oceanography, earth science, environmental engineering, physiography, pollution control, wildlife management, urban planning or human ecology.

The curriculum is carefully constructed from the College's offerings in consultation with the individual student. Students majoring in Environmental Studies take an emphasis core of courses in Biology, Chemistry, Geography, Geology, or Physics plus cognates in science and non-science. The depth in his field of emphasis and the breadth in the cognate courses give the student a foundation and perspective in environment that are appropriate to the liberal arts tradition. The major is designed as preparation for graduate school in most cases. Also the breadth releases the senior Independent Study from the confines of a departmental major permitting instead the study of a topic that has interdisciplinary aspects and permits occasional interdisciplinary seminars.

Students interested in this program should consult Professor Howard E. Woodin, Coordinator of Environmental Studies, for further information and assignment to appropriate advisers.

*Minimum Requirements for a Major in Environmental Studies.* An Environmental Studies Major requires a *number of departmental "Major Track"* courses plus *two or three* senior thesis* courses in the elected field of emphasis. *In addition* and more particularly the following conditions apply:

*Ecology*—(Biology Dept.) (5 upper class Biology + 2 Senior Thesis)
plus: a) 6 semesters of Chemistry, Geology, Mathematics or Physics
b) 5 semesters of pertinent non-science including Geography
**c) A passing knowledge of a modern foreign language

*Environmental Chemistry* (Chemistry Dept.) (5 upperclass Chemistry + 2 Senior Thesis)
plus: a) 6 semesters of Biology, Mathematics or Physics
b) 4 semesters of Geography, Geology or permission courses

*Human Ecology* (Geography Dept.) (5 upperclass Geography + 3 Senior Thesis)
plus: a) Biology 110 (or equivalent), 311, 312
b) 2 Geology courses plus 3 elective sciences
**c) Working knowledge of modern foreign language

*Environmental Geology* (Geology Dept.) (5 Geology + 3 Senior Thesis)
plus: a) 6 semesters of Biology, Chemistry, Mathematics or Physics
b) 5 semesters of other pertinent non-science courses including Geography

*Environmental Physics* (Physics Dept.) (3 upperclass Physics + 3 Senior Thesis)
plus: a) Mathematics 112, 113, 201 and Physics 109, 110, 332
b) 4 semesters of Biology, Chemistry, or Geology
c) 4 semesters in pertinent non-science including Geography

* Students doing practice teaching under the Teacher Education program may, with permission, take only two units of Senior Thesis.

** Usually similar to Middlebury entrance requirements.

# *French*

The French Department hopes to develop students' interest and competence in linguistic communication, ability to read and criticize literature in French, and familiarity with the major themes and perspectives of the French-speaking world.

We consider command of the French language to be the essential ingredient and prerequisite to serious and successful pursuit of such aims. On the other hand, we recognize that an individual student may choose to pursue one of the interrelated areas in particular, and that in any case a successful major in French will benefit not only from these interrelations but from work in related areas of intellectual activity, such as other languages and literatures, fine arts, history, philosophy, sociology, etc. Accordingly, requirements for the major are designed to develop students' ability to read and discuss relatively complex literary and social documents, and thereafter to leave them sufficient freedom to pursue their own particular bent, in consultation with an adviser.

Students interested in studying in Paris with the Middlebury Junior Year program should contact the department chairman prior to registration for their sophomore year.

Students interested in doing independent work (FR 500,700) should obtain approval of their project prior to registration for the semester in which the work is to be undertaken.

*Required for the major:* FR 205-206; any two courses from 207, 208, and 209; four courses at the 300 level or above. Total of not fewer than 10 courses, not more than 14. Courses taken in France will normally be at the 300 level.

**FR 101 Beginning French** Fall

An active introduction to listening, speaking, reading and writing. Three class meetings, two drill sections and laboratory. Staff

**FR 102 Beginning French** Spring

Continuation of FR 101, dealing with more complex French. (FR 101.) Staff

**FR 201 Intermediate French** Fall, Spring

An active and comprehensive review of language skills, with emphasis on the sound system and syntactical problems. Designed for students whose background in French is limited or shaky. Mr. Simon and Staff

**FR 202 Intermediate French** Spring

Continuation of FR 201, with greater attention to individual problems. (FR 201.) Mr. Simon and Staff

## *Prerequisites to the Major*

**FR 205 Liberated Expression** Fall, Spring

A course designed to increase and perfect the ability to express oneself in spoken and written French. Emphasis on precision, variety and vocabulary acquisition. Sections limited to 15 students. Mr. Knox and Staff

**FR 206 Liberated Expression** Spring

Continuation of FR 205, with emphasis on social use of the language, via analysis and discussion of themes and issues in contemporary French society as reflected in newspaper articles and recorded documents. (FR 205 or by permission.)

Mr. Knox and Staff

Each of the following three courses, of which the French major must have taken at least two, is a survey of some of the major figures and trends in French poetry, theater or prose, designed to acquaint the student with the history of the genre, the technical problems involved, and the use of French critical terminology in the study of literature.

Mr. Thiher and Staff

**FR 207 Introduction to French Poetry** Spring

**FR 208 Introduction to French Theater** Fall, Spring

**FR 209 Introduction to French Prose** Fall, Spring

## *Language, Literature, Civilization*

**FR 305 Advanced Language Practice** Fall
Intensive work in composition, stylistics, and grammatical analysis. Attention will be given to lexical precision and differentiation between spoken and written language. Mr. Simon

**FR 306 The Art of Translation** Spring
An introduction to the theoretical and practical problems encountered in translating literary works, from English to French and vice versa. The passages will be mainly selected from contemporary novels. Mr. Thiher

**FR 307 Literature of the Middle Ages** Spring
An introduction to the themes, genres and particular world-view of French medieval literature. Mr. Simon

**[FR 310 Moralistes and Philosophes]**

**[FR 312 The French Novel from La Fayette to Laclos]**

**FR 315 Nineteenth-Century Novel** Spring
Discussion of character, personal relationships, and authorial point of view; the connections between literary form and socio-political conditions. Balzac, Stendahl, Flaubert, Zola, Maupassant. Miss Stern

**FR 316 Nineteenth-Century Poetry** Spring
Readings of various poets with special attention given to Baudelaire, Rimbaud and the Symbolist movement. Ms. Rifelj

**[FR 317 Modern French Theater]**

**FR 318 Modern French Poetry** Fall
Selected texts of 20th-century poets, beginning with Mallarmé and including Apollinaire, the Surrealists, Eluard, Ponge, Michaux, and others. Mr. Thiher

**[FR 319 The Modern Novel Between the Wars]**

**[FR 320 The Contemporary Novel]**

**[FR 321 French Classical Theatre]**

**[FR 331 Images of Women from Corneille to Laclos]**

**[FR 350 French Cinema]**

**[FR 413 Aspects of Contemporary France]**

**FR 442 Workshop in French Theater** Spring

Group study of a play in French, concentration on the play itself, the problems of production, and the presentation of the play to various audiences (high school, other colleges, Middlebury). Students will participate as actors and technicians and will have an active "teaching" role to play as they explain the play and the production to their audiences. Mr. Barenbaum

**FR 500 Independent Projects**

Qualified students may be permitted to undertake a special project in reading and research under the direction of a member of the department. Approval of the project should be obtained prior to registration for the semester in which the work is to be done. Staff

**FR 700 Senior Research**

For Senior majors who are candidates for Departmental Honors. Students should seek out an adviser and submit a proposal to the department prior to registration for the semester in which the work is to be undertaken. Staff

**FR 705 Senior Seminar** Fall

Readings in French literature and the history of French culture to elucidate their interrelations. Special attention to the evolution of social conditions and literary portrayal of the individual. Not required for the major. Ms. Rifelj and Staff

See also Division of Foreign Languages.

# *Geography and Geology*

## *Geography*

The essence of geographic study is the analysis of phenomena in a spatial context, especially the "where" and "why" of human activities. In their attempt to explain the differences which exist from place to place over the earth's surface, geographers collect, analyze and integrate data from both the physical and social sciences. They examine such physical elements as landforms, climate, soils and vegetation, and interpret them in terms of the distribution of people, their ways of making a living and the social and political patterns they have developed. Because man's perception of the environment and his interactions with it are constantly changing, geography seeks to understand how present world patterns have evolved from the past and how they might be modified in the future.

*Required for a Major:* GG 101, GG 102, GG 201, GG 202, GG 302, GG 401, one regional course numbered from GG 311 through GG 317, and Senior Research (GG 700). In the Spring Term of their Junior year, majors must select a topic for a senior thesis in consultation with a departmental adviser. The Fall and Winter Terms of the Senior Program are devoted to writing the thesis and the Spring Term to its oral presentation, defense, and final editing for submission no later than May 1. The Department also participates in the interdisciplinary Environmental Studies major through the Human Ecology option.

Cognate courses for a Major in Geography range over a broad field and should be selected from other departments according to one's interest in Geography, and with approval of the adviser. Students contemplating graduate studies and/or professional careers in city and regional planning may also avail themselves of Independent Projects in Spatial Analysis and Human Ecology (GG 500) designed to meet their special needs.

**GG 101 Introduction to Spatial Analysis I: The Developed World** Fall

A survey of physical and cultural factors which influence the distribution of man and his activities on the earth's surface. The first term is devoted to developing skills in geographic analysis with special reference to the developed regions of the world, i.e. Europe, the Soviet Union, and Anglo-America. (GG 101 is a prerequisite for GG 102 and all other courses in Geography. Limited to 60 underclassmen. Open to juniors and seniors only with permission.) 3 hrs. lect., 3 hrs. lab. Mr. Malmstrom

**GG 102 Introduction to Spatial Analysis II: The Developing World** Spring

A survey of physical and cultural factors which influence the distribution of man and his activities on the earth's surface. Skills developed in GG 101 are applied in the analysis of the countries and regions of Asia, Africa, and Latin America. (GG 101 is a prerequisite for GG 102.) Mr. Illick

**GG 201 The Environment of Man: The Physical Setting** Fall

A systematic examination of the elements of the physical environment. Landforms, climates, soils, vegetation, minerals and water resources will be studied by means of field trips, maps, and photo-interpretation. 3 hrs. lect., 3 hrs. lab. (GG 101.) Mr. Illick

**GG 202 Spatial Analysis of Economic Activity** Spring

An analysis of the origins, nature, and distribution of man's economic activities over the world. The evolution of subsistence, commercial and planned economies will be studied in a regional context. (GG 101.) Staff

**GG 211 The Environment of Man: The Urban Setting** Fall

An examination of the evolution, structure and function of city systems in selected regional settings. Critical factors influencing urban location and internal spatial

organization will be identified, and the dynamics of these structures discussed. Cities will be considered both as expressions of social initiatives, and as they, in turn, influence urban man. (GG 101 or permission.) Mr. Clark

**GG 302 Techniques of Spatial Analysis: Remote Sensing and Cartography** Spring
An introduction to the history, compilation, design, and construction of maps. Training in the techniques of preparing maps from field surveys, air photographs, library, and statistical and computer data. Particular attention to the interpretation of images produced by radar, sonar, infrared and other sensors. Field sketch and overlay maps as well as three-dimensional diagrams and models will be produced. 3 hrs. lect., 3 hrs. lab. (GG 101.) Limited to 20 students. Mr. Illick

*Seminars in Spatial Analysis:* Contemporary economic, social, and political problems of major world regions will be systematically examined in a spatial and environmental context. Limited to 20 students. (GG 101.)

**GG 311 Anglo-America** Fall
Mr. Clark

**[GG 312 Latin America]** Offered in 1976-77

**GG 313 Europe** Spring
Mr. Malmstrom

**[GG 314 Africa South of the Sahara]** Offered in 1975-76

**[GG 315 Soviet Union]** Offered in 1975-76

**[GG 316 Middle East and North Africa]** Offered 1975-76

**GG 317 South and East Asia** Fall
Mr. Illick

**GG 350 Social Geography** Spring
A spatial and ecological investigation of man's relation to both man-made and natural environments emphasizing environmental perceptions, attitudes and values as they influence the appraisal, organization, use and accommodation of environmental contexts. Topics will include the socio-spatial structure of community, origin and diffusion of cultural innovations, human response to hazardous environments, spatial dimensions of human conflict, and perspectives on the geography of population. (GG 101 or permission.) Mr. Clark

**GG 401 Spatial Analysis of Political Activity** Fall
The study of the state as a geographic phenomenon, with emphasis on the spatial, cultural, and economic factors that influence its emergence, growth, and relationships with other states. The present world situation will be analyzed in terms of geopolitical principles. (GG 101.) Mr. Malmstrom

**GG 412 Applied Spatial Analysis: Principles of Planning** Spring
An examination of urban, regional, and national planning problems and contexts emphasizing prediction, choice and guidance. Attention will focus upon metropolitan and regional contexts of the more developed world as they relate to the problems and prospects of urban society. (Limited to 20 students.) (GG 101 and/or permission.) Mr. Clark

**GG 500 Readings and Research in Spatial Analysis and Human Ecology** Fall, Spring
A course arranged to fulfill the research needs of students majoring in Geography. Staff

**GG 700 Senior Research** Winter, Fall, Spring
Staff

## *Geology*

With the Green Mountains to the east, the Adirondacks and Lake Champlain to the west, the environs of Middlebury College afford an excellent setting for study and research in geological, oceanographic, and environmental science. The curriculum takes advantage of this setting by stressing field-oriented and laboratory supported inquiry of problems in all facets of earth science. Since Vermont is a classic area for study of mountain system evolution the program relates geologic process to the origin and evolution of global tectonic patterns integrating data from the world's oceans and continental areas.

Earth Processes (GG 171), Elements of Oceanography (GG 161), Environmental Geology (GG 152), and Global Tectonics (GG 172) introduce students to active research areas in geological science and are vehicles for acquiring the basic understanding of processes which have shaped the earth. Students can enter the program in geological science through any one of these courses. They may then concentrate in these or other areas depending on where their interests develop. Interdisciplinary concentration is encouraged and advanced work in related sciences may be counted toward the 12-course minimum for the major. Work in the geological sciences culminates in a senior thesis that consists of an original contribution based on field and/or laboratory investigations by the student.

Students contemplating concentration in geological science should consult with faculty to plan any of many possible programs. Combinations of work in earth science with other fields is recommended. No fixed program of courses is required of any student and a variety of concentrations can be set up to suit student needs.

**GG 152 Environmental Geology** Spring
Analysis of examples that show geologic constraints on man's activities. Emphasis is on ground water, rivers, the shore zone, the San Andreas fault, and fossil fuels. Laboratory: indoor 5-week map project on Cape Cod area; 5-week field study of a local environmental problem. Three hours lect., four hours lab. Mr. Baldwin

**GG 161 Elements of Oceanography** Fall
Oceanographic exploration introduced through study of ocean basins and continental margins. The multidisciplinary nature of oceanography is emphasized by using principles of marine geology, geophysics, geochemistry, and biology to resolve contemporary problems. Techniques of data collection are taught aboard the college's research craft, as part of continuing research on the evolution of Lake Champlain. Three hours lect., four hours lab. Mr. Folger.

**GG 171 Earth Processes** Fall
The processes and phenomena that make the Earth a dynamic planet with emphasis of the development of the Earth's crust in space and time. Lectures: formation, destruction, and transformation of rocks; evolution of the atmosphere and hydrosphere; structure and chemistry of the Earth; and extraterrestrial geology. Laboratory: field and laboratory investigations aimed at the understanding of Vermont geology. Three hours lect., four hours lab. Mr. Creasy

**GG 172 Global Tectonics** Spring

Sea-floor spreading and continental drift, origin and evolution of mountain systems, and concepts of plate tectonics viewed in light of recent advances in the geology and geophysics of ocean basins and continents. Laboratory: regional tectonic synthesis, field problems in Vermont geology. Three hours lect., four hours lab. Mr. Coney

**GG 361 Sedimentary Processes and Paleontology** Fall

The environment of deposition of sedimentary rocks is inferred from study of their fossils, textures, mineralogy, and primary structures, which are a response to physical and chemical processes. This year, particular stress is on the Monkton quartzite. Laboratory: field study of shelf and deep-water assemblages; thin-section and hand-specimen study of field collections; introduction to the study of invertebrate fossils. Three hours lect., four hours lab. Mr. Baldwin

**GG 362 Stratigraphic Analysis** Spring

Study of facies, correlation, and geochronology of sedimentary rock assemblages, in order to determine rates of geologic processes and nature of plate tectonic events. Major independent project and report on stratigraphic analysis of a formation, from the literature. Laboratory: correlation by microfossils and invertebrate macrofossils; field study of a local formation. Three hours lect., four hours lab. Mr. Baldwin

**GG 381 Tectonics** Fall

The behavior of earth materials in a dynamic earth. Geometric, kinematic, and dynamic analysis of deformational structure. Regional tectonic setting of earth structures. Laboratory: detailed mapping and interpretation of complex structures in Vermont geology; quantitative analysis and interpretation of deformation as shown on maps and aerial photographs; stereographic analysis of complex fabrics from varied local field areas. Three hours lect., four hours lab. Mr. Coney

**GG 392 Petrology** Spring

An inquiry into the origins, tectonic settings, and evolutions of magmas, utilizing field data, mineralogy, phase equilibria, and geochemistry of the igneous rocks. Laboratory will include field studies in Vermont and adjacent New York as well as extensive thin section studies of rock suites chosen to illustrate the varied petrogeneses of igneous rocks. Three hours lect., six hours lab. Mr. Creasy

**GG 452 Quaternary Stratigraphy and Surficial Processes** Spring

Interpretation of climatic fluctuations during the last 5 million years through study of oceanic, lacustrine, and glacial sediments. Oceanic strata compared to continental glacial and interglacial deposits with respect to the fossil, paleomagnetic, and radiometric record. Field work in depositional processes and stratigraphy of glacial, marine, and lacustrine sediments of the Champlain Valley and Green Mountains. Two hours lect., five hours lab. Mr. Folger

**GG 462 Evolution of Ocean Basins** Spring

Synthesis of processes that determine the physiography, stratigraphy, and tectonic evolution of the sea floor. Emphasis on integration of geophysical data with results of the Deep Sea Drilling Project. (Advanced work in science.) Three hours lect., five hours lab. Mr. Folger

**GG 482 Advanced Tectonics and Geophysics** Spring

Introduction to geophysics; principles of tectonic analysis; discussion of regional tectonic processes in space and time. Laboratory: geophysical investigation of field problems; compilation and interpretation of regional tectonic maps. Three hours lect., four hours lab. Mr. Coney

**GG 491 Metamorphism and Metamorphic Rocks** Fall

An analysis of metamorphism based upon the mineralogy, mineral assemblages, and textures of metamorphic rocks. Lectures will characterize the progressive metamorphism of pelites and of mafic igneous rocks. The laboratory will focus chiefly on the description and interpretation of the textures and mineralogy of the metamorphic rocks of New England and of the metamorphic rocks of contrasting metamorphic terrains. Three hours lect., four hours lab. Mr. Creasy

**GG 550 Readings and Research** Fall, Spring

Individual or group independent study, laboratory or field research projects, readings and discussion on timely topics in earth and environmental science. Staff

**GG 750 Senior Research**

A three unit senior program dedicated to original research in geological science resulting in a written thesis which must be orally defended. Staff

# *German*

Departmental students are normally expected to take eight courses in German Literature. Since all higher-level courses are conducted in German, completion of German 202 or its equivalent is prerequisite for acceptance into the Department. The Department reserves the right to administer a placement test in order to determine the course with which a student should begin study of German at Middlebury. No credit is given for Advanced Placement. The Department expects that all majors will have had at least one semester in a German-speaking country by the time they graduate. Junior majors will normally spend the second semester at the Johannes Gutenberg-Universität in Mainz. There is no comprehensive examination in the senior year.

**GN 101 Elementary German** Fall

The course consists of three lectures, three drills and laboratory. The lectures pre-drill the student, i.e. students are guided through the exercises they are to prepare for the following day's drill. *Drills:* drilling is done in groups of about ten students. Since they have been through the exercises in lecture, students are expected to display absolute and automatic control of drill assignments. Staff

**GN 102 Elementary German** Spring

Course-format as GN 101. Upon completion of German grammar, reading materials will be introduced. GN 102 begins with Winter Term and runs concurrently with it, although on a reduced schedule. (GN 101 or equivalent.) Staff

**GN 201 Intermediate German** Fall

The course meets three hours a week in sections of about ten students. It begins with a comprehensive grammar review; this is followed by a phase in which literary texts are used as a basis for further language instruction and for the acceleration of reading speed. In the final phase, progress in the language is supplemented by textual interpretation. (GN 102 or equivalent.) Staff

**GN 202 Advanced German** Spring

Course-format as GN 201. Modern German texts will be read and interpreted, and the students will be introduced to the methods of literary analysis. The course will further increase the student's fluency in spoken German and his facility in reading. Staff

(Prerequisite for all 300-level courses and higher is GN 202 or the equivalent.)

**GN 301 Modern German Literature** Spring

The course will examine the development of German literature since Naturalism, focusing on works by Hauptmann, Mann, Hofmannsthal, Kafka, Brecht and others. Considerable attention will also be devoted to representative post-war writers. Mr. Huber

**GN 303 Stylistics** Fall

Exercises in various styles of written and spoken German, using source materials from German TV, newspapers and magazines. Students will study language and style in documentary writing, news reporting and analysis, advertising and other areas of mass media. Systematic expansion of vocabulary with emphasis on idiomatic usage and special attention to correctness of grammar. Ms. Kenna

**[GN 305 The German Novelle]**

**[GN 306 The German Novelle]**

**GN 307 The German Novelle** Spring

The development of the *Novelle* from Classicism through Romanticism to Poetic Realism. Mr. Vail

**[GN 310 German Lyric Poetry]**

**GN 320 The Lustspiele and Opera Libretti of Hofmannsthal** Fall

This course will focus on several outstanding examples of Hofmannsthal's exquisite craft as a dramatist both for theater and opera. Among the works to be read will be *Cristine's Heimreise, Der Schwierige, Der Unbestechliche,* and the *libretti* for his two greatest collaborations with the composer Richard Strauss, *Der Rosenkavalier* and *Ariadne auf Naxos.* Mr. Garlick

**[GN 401 The Emergence of German as a Literary Language]**

**GN 402 The Establishment of German as a Literary Language** Fall

A representative selection of Goethe's early and mature works will provide the frame of the course. The student will be given insight into the artistic development of a single great figure and the surrounding minor literary figures. Readings will include an early novel of Goethe's, lyrics from throughout his career and several plays, including *Faust I.* Some of Schiller's poems, essays and plays will be used to counterpoint Goethe's intellectual and artistic development. Mr. Huber

**[GN 406, GN 407 Romanticism]**

**[GN 410 Seminar: German Drama]**

**[GN 414, GN 415 Seminar: The German Novel]**

**GN 500 Independent Study**

See also Division of Foreign Languages.

# *History*

The History major combines an introduction to several areas of historical knowledge with intensive training and practical work in historical research. Majors must take at least one semester lecture course in early history, choosing from the following: HI 103, 205, 207, 313, 325, 326, 327, 328 and, beginning with the class of 1976, must take at least three semester courses outside their main field of concentration (the fields are defined as Europe, America, and Non-Western). Students in the class of 1975 must take at least two such courses. One course may count towards the fulfillment of both these requirements. Each major must also take a Research Seminar (HI 401-420 or, when a research seminar is not offered, such as Medieval Europe, HI 500) and a Readings course (HI 421-30) by the end of junior year. Senior majors, having chosen a topic the previous spring, take Independent Study, as described below under HI 700, and may, if they wish, enroll in the senior seminar in the spring. With departmental permission, certain cognate courses (normally not exceeding two) may be counted for credit toward a major in History. In addition, PA 231, Philosophy of History, counts for credit toward the History major.

*Required for all History majors:* At least ten courses (winter term senior independent work may be counted), including a Research Seminar, a Readings course, and a senior project.

*Concentration in History:* The History Department is introducing a Concentration in History for students who desire a series of history courses without completing the requirements for the major. These students must still major in another department. The student would take a minimum of six courses, including HI 103-104, two logically connected courses at the 200 or 300 level, one reading seminar (HI 421-430), and HI 350 (The Nature and Methods of Historical inquiry). HI 350, a new course, will be introduced if there is sufficient interest in a history concentration; it normally would be taken after the other courses. Interested students should see the Department Chairman.

**HI 103 Crises in European History** Fall

An examination of three critical periods of early modern European history in which the established order found itself under attack: the German Reformation, the English Civil War, and the French Enlightenment. (Primarily for freshmen and sophomores; juniors and seniors admitted by permission only.) Mr. Tillinghast and Staff

**HI 104 Modern Revolutions** Spring

A comparative study of revolutions, radical mass movements, and revolutionaries in modern history. The course explores the problems of trying to conceptualize revolution and, through a study of the great revolutions of modern times, points toward the possibility of establishing some comprehensive generalizations about revolution. (Primarily for freshmen and sophomores; others admitted by permission only.)

Miss Lamberti and Staff

**HI 203 United States History, 1607-1970** Fall

A one-term survey of the American experience from Old World origins to the present. The coverage will be thematic and topical, with emphasis on selected political, social, and intellectual developments. Mr. Catton and Staff

**HI 205 Early African History** Fall

A survey of the development and interaction of African societies from their prehistoric origins to the beginning of the modern colonial period in the mid-19th century.

Mr. Spencer

**HI 206 Modern African History** Spring

A survey of sub-Saharan economic, political, and social history from the mid-19th century to the present. The course will focus on the colonial situation and African reactions to it, with secondary emphasis on the origins and structure of the current tensions in Southern Africa. Mr. Spencer

**HI 207 Imperial China** Fall

The course will concentrate on the development of Chinese institutions and Chinese thought in the years before the impact of the West. Readings will be in a wide range of primary and secondary sources, including literature as well as more historical materials. Mr. Clifford

**HI 208 Modern Chinese History** Spring

Starting with the disruption of the Chinese world view by the western invasions, the course will concentrate on the collapse of the empire, and the many-faceted revolution which has been the primary feature of the 20th century. Mr. Clifford

**HI 209 The History of Japan** Fall

An examination of certain facets of Japanese history, the course will concentrate particularly on those aspects of Japan's past which have made possible her rise in the modern world. Roughly half the course will deal with the years since the Meiji Restoration, the growth and collapse of the Japanese empire, and Japan's recovery since 1945. Mr. Clifford

**[HI 301 Economic History of the United States]** Offered in 1975-1976

**HI 303 The United States in the 19th Century (1801-1861)** Fall

An analysis of American political and social history from the election of Jefferson to the outbreak of the Civil War. Emphasis will be on Jeffersonian and Jacksonian democracy, the institution of slavery in a changing economic environment, the abolition movement, and the causes of sectional controversy and civil war. Mr. Catton

**HI 304 The United States in the 19th Century (1861-1901)** Spring

A political and social history of the United States during the latter half of the 19th century. Emphasis will be on the Civil War and Reconstruction, the economic changes that produced the so-called "Gilded Age," and the various "responses to industrialism" that culminated in the Populist and Progressive reform movements of the late 19th and 20th centuries. While the course is a continuation of HI 303, it is an independent unit and there are no prerequisites. Two lectures and one discussion. Mr. Catton

**HI 305 Twentieth Century America (1900-1940)** Fall

A study of the political and social history of the United States during the early 20th century, concentrating on the Progressive Era, the First World War, the 1920's, the Great Depression and the New Deal. Mr. Jacobs

**HI 306 Twentieth Century America (1938-1970)** Spring

A study of the political and social history of the United States during the mid-20th century, concentrating on the road to World War II, the War, the Cold War, and post-war America from Truman's Fair Deal to the New Frontier, the Great Society, and the end of an era of progressivism. Mr. Jacobs

**HI 307 Black History** Spring

An examination of the Black experience in America. Emphasis will be on the nature of slavery, the importance of urbanization, and the various strategies used by Blacks to gain equality and a sense of identity throughout American history. Mr. Spencer

**[HI 309 History of American Education]**

**HI 313 Russian History (9th Century-1796)** Fall
A study of Russia's development from the 9th Century through Catherine the Great with emphasis on cultural and political nation building in Kievan Rus, Muscovy, and the early Empire. Mr. Brainerd

**HI 314 Russian History (1796-1974)** Spring
Russia in the modern period, from 1796 through the Revolution of 1917 and the Stalin era to collective leadership and "detente," stressing the major internal forces of modernization and the influence of western examples. Mr. Brainerd

**HI 315 History of Modern Europe (1815-1890)** Fall
An analysis of political institutions, social and economic changes, religious and intellectual developments, and international relations. Students are encouraged to concentrate in a special area or country. Lectures are interpretive. Reading assignments include the finest interpretive studies on European history. Miss Lamberti

**HI 316 History of Modern Europe (1890-1950)** Spring
Continues the approach of HI 315. Special attention to the rise and nature of modern totalitarianism. Miss Lamberti

**[HI 318 English History as a Background for English Literature]**
Offered in 1975-76

**HI 325 The Civilization of the Dark Ages** Fall
Western Europe from the fifth to the eleventh centuries. This was a barbaric world, shot through with memories of former grandeur, but with little to hope for from the future. In view of this outlook, its achievements were astonishing. Mr. Tillinghast

**[HI 326 The Medieval Outlook, 1050-1300]** Offered in 1975-76

**[HI 327 Europe in the Renaissance]** Offered in 1975-76

**[HI 328 The Reformation]** Offered in 1976-77

**HI 401-20 Research Seminars**
The purpose of the research seminar is to introduce the student to methods of research and historical writing. During the first few weeks the student reads in the area of the course and is introduced to bibliographical and methodological problems. During the rest of the course the student writes a long paper on a subject of his choosing in consultation with the instructor. The research seminar is required of majors in their junior year and is open to others by permission. The Department may permit a student to write an equivalent research paper in a field not covered by the research seminars, such as Medieval or Tudor history, in order to fulfill this requirement; in this case he should register for HI 500. The only research seminar in American history is HI 402.

**HI 402 Writing and Research in American History** Spring
The course, taught by the American history staff, emphasizes methodology and historiography, and students will be able to select research topics, in consultation with the staff, from the broad range of the American past. All students will write and submit a research paper based on primary source material. No 500 projects in American History will fulfill the research seminar requirement. Mr. Catton and Mr. Jacobs

**[HI 411 Modern Germany]** Offered in 1975-76

**HI 412 The West in China** Fall

Readings in the early weeks of the course will focus on western incursions into China, and the Chinese reaction: nationalism, rebellion, modernization. The major work will consist of writing a research paper on some facet of this problem in the 19th or 20th centuries. Mr. Clifford

**HI 413 Africa after Independence** Spring

How have African states coped with freedom from colonial rule? A discussion of the post-colonial period focussing on East and Central Africa. Mr. Spencer

**HI 414 Emergence of Mass Parties in European Politics, 1848-1914** Fall

The course will examine issues, means, and consequences of the rise of mass parties on the left and right in England, France, Russia, and Germany between the appearance of the *Communist Manifesto* and outbreak of World War I. Mr. Brainerd

**HI 421-30 Readings Courses**

Unlike the offerings below the 400 level, which are primarily lecture courses, the readings courses are smaller group discussions of particular periods or topics. With no prerequisites, they are open to all students, although in case of over-crowding, history majors will be given priority. (Required of majors prior to the end of junior year.)

**HI 421 Topics in Modern German History** Fall

A study of selected topics set in the wide perspective of Germany's history from the 17th to the 20th century. During the semester the class will try to work out definitions of historical continuity that do justice to the complex facts of German history, and explore the possibility of applying any concept or theory of continuity to German history.

Miss Lamberti

**HI 422 The Age of Exploration in Africa** Fall

A review of the first stages of the expansion of Europe into Africa—the search for gold, slaves and fame. Mr. Spencer

**HI 424 Communism in China** Spring

The course will deal with the application of Marxism and the Russian model to China, the role of war in the formation of revolutionary ideology, and the emergence of a new kind of communist society in China since the war. Readings in writings of the leaders as well as secondary sources. Mr. Clifford

**HI 425 Readings in the American Civil War** Spring

An examination and discussion of several of the major interpretations of slavery, the sectional conflict, the causes of the Civil War, and the war years. Mr. Catton

**[HI 427 The Crucial Decade and After—Revisited: America 1945-61]**
Offered in 1975-76

**HI 428 Readings in the American Revolution** Fall

Primarily a study of the American Revolution within the context of the Colonial past, this course will examine ideas, assumptions, and values embedded in the Colonial argument leading to the decision to break with England. Some attention will be paid to the way the defense of this decision, especially as articulated in the Declaration of Independence, has been interpreted and used by later generations of Americans. Mrs. Ilgen

**[HI 429 Russian History]** Offered in 1975-76

**HI 500 Special Research projects (Permission.)** Fall, Spring
Staff

**HI 700 Independent Study** Fall, Winter
Seniors will choose, with departmental advice and approval, from among the following types of Independent Study projects: (1) a two-term thesis, departmental or interdepartmental, the work to be done normally in the fall and winter terms; (2) an interdepartmental essay, jointly approved and directed by an adviser in both departments; (3) an historiographical essay; (4) a bibliographical essay; (5) an oral history project; (6) a translation project; (7) a conventional historical research paper; (8) practice teaching in history, in conjunction with the Teacher Education program, in local secondary schools, with a written report to be turned in to the History Department at the end of the semester; and (9) HI 705, below. Eligibility for honors will normally be confined to students completing the two-term thesis, although outstanding performance in any of the other undertakings may result in permission to continue and complete it during a second term and become eligible for honors.

**HI 705 Teaching Assistantship** Fall, Spring
Teaching assistance in discussion sections of certain lecture courses. Permission of the course instructor is required.

**HI 710 Topics in Comparative History** Spring
Senior Seminar. Readings and discussions in problems chosen by staff and students, encouraging a comparative study of problems common to different periods and different fields. Mr. Jacobs and Staff

# *Mathematics*

The Major includes work in analysis through advanced calculus, a year of modern algebra, plus work in several elective fields. Probability and statistics, topology and geometry, real and complex analysis, number theory and advanced algebra and an introduction to digital computers are available to all majors. Each major will make a careful choice of electives with the help of an adviser in order best to fulfill his or her particular mathematical needs.

Advanced placement is offered freshmen whose secondary training indicates they can successfully take the sophomore course.

Seniors must register for MA 704 in the Spring Term.

*Required for the Major:* MA 112, MA 113, MA 201, MA 202, MA 301, MA 302, MA 401, MA 402, three electives in the Department and MA 704. Physics is recommended and, under special circumstances, certain courses in other departments may serve in lieu of one or two of the required departmental electives.

**MA 101 Introduction to Finite Mathematics** Fall

Selected topics from areas of finite mathematics; designed for students who have had only three years of secondary school mathematics. Elements of mathematical logic and of the theory of sets; partitions, binomial coefficients; introduction to probability theory, conditional probability; matrices, solution of linear equations. Mr. Todd

**MA 112 Mathematical Analysis-I** Fall, Spring

Introductory analytic geometry and calculus; designed for students with four years of secondary school mathematics. The differential calculus of algebraic functions and applications; the indefinite and definite integral, area under a curve. Staff

**MA 113 Mathematical Analysis-II** Fall, Spring

A continuation of MA 112; may be elected by freshmen who have had an introduction to analytic geometry and calculus in secondary school. Applications of integration to volumes, length of arc, surface of revolution, pressure, and work; the calculus of the elementary transcendental functions; hyperbolic functions; polar coordinates; determinants. (MA 112 or permission.) Staff

**MA 130 (Previously MA 330) Introduction to Computers** Fall

A first course in programming. Emphasis on basic concepts and problem-solving techniques. Extensive use of the computer throughout the course. No previous computer experience is necessary. Mr. Krupp

**MA 201 Mathematical Analysis-III** Fall, Spring

The calculus of functions of more than one variable. Introductory vector analysis, analytic geometry of three dimensions, partial differentiation, multiple integration and applications. (MA 113.) Staff

**MA 202 Mathematical Analysis-IV** Spring

Infinite series and an introduction to ordinary differential equations. Convergence of numerical series; Maclaurin and Taylor series; first and second order differential equations, linear differential equations with constant coefficients, applications. (MA 113 or MA 201.) Staff

**MA 231 Data Structures and Programming** Spring

Data structures, concepts, and algorithms used in the solution of non-numerical problems. Applications to data management systems and file organization. Students will write Assembly Language programs to illustrate major concepts. (MA 130 or permission.) Mr. Krupp

**MA 301 Linear Algebra** Fall
Topics from modern linear algebra including the algebra of matrices, determinants, rank and equivalence of matrices, linear dependence, systems of linear equations, vector spaces and linear transformations, characteristic values and vectors, orthogonal systems, canonical forms, dual spaces. (MA 113.) Mr. Peterson

**MA 302 Abstract Algebra I** Spring
An introduction to the study of groups, rings, fields. Algebraic structure; transformations and permutations; cosets and quotient groups; ideals; quotient rings; field characteristics. (MA 301 or permission.) Staff

**MA 303 Abstract Algebra II** Fall
A continuation of MA 302. Fields and field extensions. Galois theory. Additional theory of linear transformations. (MA 302.) Mr. Carruth

**[MA 310 Probability]** Offered in 1975-1976

**[MA 311 Statistics]** Offered in 1975-76

**MA 315 Mathematical Models in the Social and Management Sciences** Fall
An introduction to the role of mathematics as a modeling tool and an examination of some mathematical models of proven usefulness in problems arising in the social and management sciences. Topics will be selected from the following: axiom systems as used in model building, optimization techniques; linear and integer programming, theory of games, systems of differential equations, computer simulation, stochastic processes. Specific models in political science, ecology, sociology, anthropology, psychology, and economics will be explored. (Permission.) Mr. Olinick

**MA 318 Selected Topics in Operations Research** Spring
Operations Research is the utilization of quantitative methods as an aid to managerial decisions. In this course, several of these methods will be introduced and studied in both a mathematical context and a physical context. Topics included will be selected from the following: classification of problems and the formulation of models, linear programming, network problems, transportation problems, shortest route problem, assignment problems, integer programming, non-linear programming queues, inventory problems, and game theory. (Permission.) Mr. Emerson

**[MA 321 Elementary Number Theory]**

**[MA 331 Numerical Analysis]** Offered in 1975-76

**MA 401 Advanced Calculus** Fall
Further topics in the calculus and real analysis. Fundamental concepts of real function theory, divergence and curl, line integrals, Green's theorem, the Stieltjes integral, infinite series, power series, Fourier series, improper integrals. (MA 202.) Mr. Emerson

**MA 402 Advanced Calculus** Spring
Further topics in the calculus and real analysis. A continuation of MA 401. Staff

**[MA 411 Elementary Topology]** Offered in 1975-76

**[MA 421 Modern Geometry]** Offered in 1975-76

**MA 431 Complex Analysis** Spring
An introduction to functions of a complex variable. Mappings of the complex plane, analytic functions, Cauchy Integral Theorem, and related topics. (MA 401 or permission.) Staff

**MA 500 Advanced Study** Fall, Spring

Individual study for qualified students in more advanced topics in algebra, number theory, real or complex analysis, topology. Particularly adapted for those who enter with advanced standing. (Permission.) Staff

**MA 704 Problem Seminar** Spring

Each student is required to complete problems designed to bring together the many facets of Mathematics investigated in the previous 3½ years. Each student presents orally at least two problems during the term. Required of mathematics majors. Staff

# *Music*

The offerings of the Music Department focus on four areas of the discipline: 1) the vocabulary and theory of music, 2) its historical development, 3) music of ethnic cultures, 4) its creative aspects—performance, relation to other gestural arts (Dance), and composition.

The relative emphasis on these areas will vary for the individual major according to his or her talents, interest and needs. Independent study consists of advanced work in one or more of these areas as determined by the department in consultation with the student. It is generally assumed that the major will take MU 206 and 207 (Performance), MU 209 and 210 (Theory), MU 309 and 310 (Analysis), MU 102, MU 280, Senior Work, and four other departmental offerings.

The four year curriculum for the student who intends to major in music with an emphasis in dance would include no more than eight dance courses, including senior work, and five academic curricular offerings in the music department to include 1 lower level literature course, 1 lower level ethnomusicology course, 2 semesters of upper level history or ethnic courses and MU 101 or MU 209 (Theory) or MU 301 (Electronic Music).

Any of these requirements may be waived or changed if the department feels the best interests of the student are served.

**MU 101 Introduction to Music** Fall

An introduction to music literature and the technical terminology used in talking about music. Emphasis will be on western European art music of the past 200 years, but some attention will also be given to folk, popular, and non-Western musics. The course is intended for non-majors, and no previous musical knowledge or training is assumed. However, during the course of the semester students will be expected to develop reasonable proficiency in listening skills such as recognition of standard orchestral instruments, identification of metric patterns, perception of formal structures, and elementary stylistic discrimination. Mr. Call

**[MU 102 Perspectives in Music]**

**MU 110 World Folk Musics** Spring

This course, designed as an introduction to the folk and traditional musics of cultures of the world, is oriented toward the non-music major who desires a broad overview. Focus will be upon musical examples, both filmed and recorded, which demonstrate to the student the nature of music, the aesthetic concepts associated with it, its uses and functions, and the range of styles and genres which are characteristic of the world's peoples. Previous musical training is not required since most of the music lives in the oral tradition of the cultures studied and is not generally notated. Mr. Smith

**MU 140 Introduction to Dance** Fall

A comprehensive introduction to dance from the viewpoints of dancer, choreographer and audience. Three hours of technique classes, plus classes in basic elements of composition, history and criticism. Students will have outside work to do in basic composition exercises, assigned readings on dance history and criticism, and short papers on the dances they have seen both in the films and in dance performances. The course, or its equivalent, will be the prerequisite for the other courses in dance technique, composition and history. Ms. Lister

**MU 150 Dance Composition** Fall

An exploration of some of the possibilities of human movement as arranged in dance form. Students will use improvisation, movement games, and exercises in a chance to expand their movement vocabularies, and will then begin to use these vocabularies as tools for shaping dance compositions. There will be an examination of the relation of dance to the physical environment, i.e., sound and space. No training in dance technique is expected of the student. Ms. Lister

**MU 206 Performance** Fall

The focus of this study is the development of musical understanding and expression through active participation in making music. As a laboratory course, the primary work takes place in tutored private practice and ensemble rehearsal; choir, orchestra, chamber groups and individual instruments. Permission. Mr. Fanning & Staff

**MU 207 Performance** Spring

Continuation of MU 206. Permission. Mr. Fanning & Staff

**MU 209 Theory** Fall

As an introduction to the study of constructing and analyzing music, MU 209 approaches the basics of notation, sight reading, keyboard skills and ear training. Emphasis on exercises in interval studies, rhythm, simple melody and harmony dictation, clef reading skills and other materials necessary for theoretical work. Mr. Todd

**MU 210 Theory** Spring

Continuation of MU 209—four part harmonization through diminished seventh, augmented sixth and neopolitan chords. Last half of course will stress chromatic harmony and movement. Ear training labs and tapes: two weekly written assignments include composition of small gestures. Mr. Todd

**[MU 240 Aesthetics and Music]**

**[MU 250 The Dance Experience]**

**[MU 255 Words and Music]**

**MU 260 Intermediate Dance Technique** Fall

This course offers intermediate level work in both ballet and modern techniques. Emphasis will be placed on the shaping of dance phrases and developing an increased understanding of and control over movement. There will be films of various dance styles, and readings concerned with several different techniques. Permission. Ms. Lister

**MU 261 Intermediate Dance Technique** Spring

Continuation of MU 260. Permission. Ms. Lister

**MU 265 Introduction to the Opera** Fall

The course will include both a brief examination of the historical development of opera and the study of this complex art form from the points of view of its musical materials and dramatic developments. By detailed examination of the composers, poets, librettos, the singer's art, the musico-dramatic realization of the libretto and recordings of actual performances in the repertoire, the multi-faceted problems of creation and performance of opera will be outlined. Strong emphasis will be placed on the development of analytic listening skills since this is an essential tool in the process of analysis. Representative operas, from the Baroque era to the 20th century, will form the materials of this course. A knowledge of music reading, though not required, would be very helpful.

Mr. Smith

**MU 270 Artistic Development in the Individual Composer** Spring

This course will select an individual composer as the subject for concentrated study. The composer's entire opus will be considered in its relationship to the music of his predecessors and his contemporaries and in terms of his own personal artistic development. Open to both majors and non-majors. The ability to follow a musical score is suggested. Subject for Spring 1975 to be announced in fall. Mr. Kurtzman

**MU 280 Introduction to Ethnomusicology** Fall

The work will focus on the development of an understanding of the field of ethnomusicology in terms of its: a) orientation and terminology; b) representative literature and scholars; c) research methods and techniques; and d) fields of study (i.e., geographic areas, processes, and genres). The interdisciplinary nature of research in ethnomusicology also requires an exploration, to some degree, of collateral disciplines such as anthropology, sociology, and psychology. Some emphasis will also be placed on the development of each student's listening skills. Mr. Smith

**MU 301 Electronic Music** Fall

The study and composition of musical structure using synthesized and concrete sound events generated in an electronic studio. Students are instructed in the use of the equipment, the means for collecting and manipulating sound, and in tape-mixing techniques. Goal of the course is finished tapes of pieces. Permission. 3 class hours and 2 lab. sessions per week. Mr. Todd

**MU 309 Analysis** Fall

The study of individual works and genres for advanced students. Analysis will be done through readings, score study and compositional exercises. Mr. Todd & Staff

**MU 310 Analysis** Spring

Continuation of MU 309. Mr. Todd & Staff

**[MU 325 Music in the 20th Century]**

**MU 335 History of Musical Style** Fall

A study of Western European art music from Gregorian chant through Bach. Intended for music majors and non-majors with substantial musical background. (Prerequisite: one year of music theory or two courses in music literature.) Mr. Call

**[MU 340 History of Musical Style]**

**MU 345 Folk and Traditional Music of Europe and Asia** Spring

This course will survey the folk and traditional musics of Eastern Europe, Western Europe, in addition to the folk and classical traditions of Asia. For an in-depth knowledge of a culture's music one must view not only the product—that is, music sound—but also the range of "acceptable behavior" which is characteristic of audience, performer and creator. Study will focus not only on the sound but on functions and uses of music in each culture and concepts within these cultures which deal with aesthetics, creation and performance. Recommended for Music majors. Permission. Mr. Smith

**[MU 346 Folk and Traditional Music of Africa and the Americas]** Offered in 1975-76

**[MU 350 The Dramatic in Music]**

**MU 360 Advanced Dance Technique** Fall

In this course the dancer will continue with daily work in modern and ballet techniques supplemented by films, occasional improvisational work, and use of more sophisticated musical accompaniment. Emphasis will be on polishing and perfecting a sound dance technique. Several selections from the standard dance repertory will be taught. Permission. Ms. Lister

**MU 361 Advanced Dance Technique** Spring

Continuation of MU 360. Permission. Ms. Lister

**[MU 365 Seminar in EthnomusicologicalTheory and Transcription]**

**MU 370 Music and Dance** Spring

An investigation of the structural, formal, rhythmic and emotional relationships between specific dance works and the music they choreograph. Pieces already in the dance repertoire, plus original works composed in the course will be used as models. Students are expected to have skills in dance or in musical composition, either with conventional instruments or electronic media. MU 370 culminates in a performance of new works. Permission. Ms. Lister, Mr. Todd

**[MU 401, 402 Historical Seminar]**

**[MU 405 Seminar in Ethnomusicology]**

**MU 500 Independent Study.**
Permission.

**MU 704 Senior work.**
Permission.

## *Performance Studies*

The aim of the Department is to present music for its value as literature and as a record of one aspect of human achievement, not as professional training. We strongly encourage students to improve performing techniques as a necessary means of cultivating the art. The College will assist the student as far as possible in securing adequate instruction when not provided by the regular staff.

Students who wish private instruction in piano, organ, violin, viola, classical guitar, flute, recorder or voice should enroll with the Department before registration.

Fees are to be paid to the Cashier's office upon receipt of a bill at the beginning of each term. No rebate is allowed for lessons missed except in the case of continued illness. Performance studies consist of 1 lesson weekly; fee $105 per semester for all instruments except recorder which may be taught in consort. Fee for recorder consort is $65 per semester.

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|---|---|
| Private instruction in piano | Ms. Kurtzman<br>Ms. Johnson |
| Private instruction in organ | Mr. Fanning |
| Private instruction in violin and viola | to be announced |
| Private instruction in classical guitar | Mr. Rhinelander |
| Private instruction in flute | Ms. Scoones<br>Mr. Powell |
| Private instruction in recorder | Mr. Skrobela |
| Private instruction in voice | Ms. Sliker |

*Music Library.* The Christian A. Johnson music library contains several thousand records, scores, books, and a collection of chamber music. Listening facilities in the library are available to anyone from the college community.

*Practice facilities.* Practice rooms with pianos are available for individual and group rehearsal. Organs: Walcker (1969) mechanical action, 15 ranks; and Gress-Miles (1970) 48 ranks. Application should be made to the secretary of the music department.

*College Orchestra.* Weekly rehearsals leading to the performance of music from all periods. Performance by small ensembles is encouraged. All instrumentalists are urged to audition. Apply to secretary of music department. Mr. Fanning & Mr. Smith

*College Choir.* The College Choir sings at chapel services and special concerts on and off campus. In keeping with the educational intent of the choral program, repertoire for all performing groups is as historically inclusive and demanding as possible. Performance in languages other than English is stressed. Audition required, open to all students without prerequisite. Mr. Fanning

*Recitals.* Regularly scheduled recitals and lectures are open to the public.

See also Division of Humanities.

# *Philosophy*

*Non-majors:* Most Philosophy Department courses are open to students who are not majors and who have had little or no previous work in philosophy. PA 102, PA 115-116 are the general introductions to the field and are open to students in all classes. Courses in the 200 range are introductions to specialized areas of philosophical study which do not require particular competences, though students who have done work in education, religion or the arts will find their studies in those areas of assistance. Except as noted, 300 level courses are generally open to students but they suppose a higher level of sophistication than the 200 level courses and are not normally open to freshmen. 400 level courses are normally open only to majors. Non-majors with a previous background in philosophy may elect a 400 course but they should consult with the instructor.

*Major program:* Majors will elect ten courses in the department which may include PA 115 and 116. All majors must take PA 400 in their junior year. Cognate courses, particularly in the areas of political srience and religion, may be substituted for two courses with prior permission. Majors must elect: one course in Ethics and Social Philosophy (PA 300-320); one course in Philosophy of Science and Theory of Knowledge (PA 350-370); one course in Studies in the History of Philosophy (PA 400-420) and the Senior Seminar (2 course units) in Contemporary Philosophy.

*Honors candidates* will do a 500 project in the Winter Term of Senior Year and may substitute under exceptional circumstances a second term of 500's work for the second term of the Senior Seminar. Students must have a B average in all work in the department during their junior year and first term of senior year to be permitted to undertake an Honors project. 500 projects are open only to philosophy majors and they must have attained an average of B in all course work within the department.

**PA 102 Saints, Seers, Scientists and Sages** Fall

A study of the philosopher and his function as interpreted by great classic figures in the history of philosophy: Socrates, Thomas Aquinas, Descartes, Sartre, Wittgenstein. Philosophers and philosophies take on the coloration of the dominant problems of a culture while at the same time they seek to rise beyond its limitations; the course attempts to assess the philosophers in terms of the historical state of culture, religion and science, while pointing up the permanent contributions of the philosophies as developed.

Mr. O'Brien and Staff

**PA 115 The Philosophical Tradition: Greek** Fall

Main themes of philosophic thought from the beginnings in Greece through the Hellenistic period. General readings in the history of philosophy will serve as background to in-depth study of the major figures: Plato and Aristotle. Two lectures, one discussion.

Mr. Bigelow

**PA 116 The Philosophical Tradition: From the Scientific Revolution** Spring

Traces the impact upon theories of knowledge and metaphysics of the development in natural science. General reading in the history of philosophy will serve as background to in-depth study of such figures as: Bacon, Descartes, Locke, Berkeley, Hume or Kant. Two lectures, one discussion.

Mr. Bigelow

**HM 150 World Views and Human Questions** Spring

A study of selected works from various cultures that present human values within the context of world views and which pose problems, moral, religious, and scientific, in relation to these world views. Although the course is not a comprehensive history of ideas, it will attempt to consider the texts in their historical settings. The format will include lectures, panels, and discussion sections. Readings will include works of Plato, Seneca, Anselm, Al Ghazali, Sankara, Luther, Pico della Mirandola, Montaigne and Descartes.

Mr. Nuovo, Mr. Bates and Staff

**PA 210 Philosophy of Education** Spring
An examination of the theory and practice of higher education as seen both in the systematic development of educational philosophies and in actual historical examples of educational philosophies applied to certain institutional structures. (This course will also receive credit for Teacher Education.) Mr. O'Brien

**PA 213 Philosophy of Religion** Fall
An investigation of the philosophical problems raised by the claims of religious belief. Analysis of the problem of God: does he exist? what does it mean to say that he exists? the problem of evil, immortality and eschatology. Mr. Nuovo

**[PA 218 Introduction to Modern Logic]**

**PA 221 American Philosophy** Spring
This course will examine some recurrent themes in the work of five or six American philosophers. For example: the exhaustion of theology, the domestication of English and European philosophy, the impact of science and industrialization, the stimulus of American literature and art, and the idea of the school. Some attention will be paid to the problem of increasing specialization in philosophy. Readings will be drawn from such figures as Jonathan Edwards, Thoreau, Emerson, Channing, Pierce, James, and Dewey. Mr. Gould

**[PA 223 An Introduction to Contemporary Philosophy]**

**[PA 231 Philosophy of History]**

**PA 233 Art and Philosophy** Fall
An investigation of some ways that philosophy and literature have tried to explain each other, vie with each other, and sometimes gain strength from each other. An important part of the course will be discussion centered on the student's own criticism of particular works (including paintings and movies where practicable). An effort will be made to discover philosophical issues emerging from the act of criticism. Critical readings will be drawn from figures such as Plato, Wordsworth (poetry as well as prose), and contemporary writers like I. A. Richards, Cleanth Brooks, Richard Wollheim, and Stanley Cavell. Mr. Gould

## *Ethics and Social Philosophy*

Courses numbered in the range PA 300-320 fall in the general area of ethics, social philosophy and theory of value. Offerings may change from time to time and courses will be alternated as indicated.

**PA 305 Human Nature and Ethics** Fall
An investigation of some of the most important theories in Western intellectual history concerned with appropriate ways for men to lead "the good life." Proceeding in historical sequence, the course will cover Plato, Aristotle, Hobbes, Hume, Kant and Camus. An attempt will be made to relate the moral theories considered to the general intellectual assumptions of the ages in which they were produced and to the stated or unstated conceptions of human nature contained in the theories. Mr. Bates

**[PA 307 Ethics and Analysis]**

**[PA 308 Justice]**

**PA 309 Philosophy of Law** Spring

A study of various attempts to understand the essence of law, concentrating on the opposition between theories of natural law and of legal positivism. Special emphasis will be given to the problem of obligation to obey the law. In addition to important historical figures, contemporary legal theorists such as H. L. A. Hart and Lon Fuller will be read. Specialized topics such as the legal enforcement of morality, punishment and civil disobedience will be considered at the conclusion of the course. Mr. Bates

## *Philosophy of Science and Theory of Knowledge*

Courses numbered in the range PA 350-370 fall in the general area of theory of knowledge or epistemology. Problems of knowledge, proof and perception have been particularly central to philosophical concerns in the modern period. Students considering graduate work in philosophy should elect courses in this area. Offerings may change from time to time and courses will be alternated as indicated.

**PA 351 Theory of Knowledge** Fall

Discussion of major questions concerning knowledge, such as: what is involved in claims to know; how and to what extent are these claims justified in different areas. Reading material: both contemporary and otherwise, but the focus of attention will be on the problems discussed, not on historical evolution of views. (At least one course in philosophy or permission.) Mr. Bigelow

**PA 352 Philosophy of Mind: Minds and Actions** Spring

This course will examine some issues lying at the intersection of the philosophy of mind and contemporary theories of action. We will investigate the status of such familiar phenomena as these: taking pleasure in an activity, intending or deciding to do something, knowing what you are doing or what you are going to do, knowing someone else's intentions, etc. Readings drawn from figures such as Aristotle, Anscombe, Ryle, Austin, Davidson, Wittgenstein, and Freud. Mr. Gould

**[PA 353 Philosophy of Science]**

**[PA 354 Philosophy of Language]**

**PA 356 Philosophy of Social Science** Spring

This course will begin by considering some characterizations of the nature and structure of the natural sciences. Then, there will be an exploration of the general question of whether a social science (or, a science of human behavior), which has the same structure and power as a natural science, is possible. Both positive and negative answers to this question will be examined, and in this examination certain fundamental concepts of human action will be explored which have special relevance for psychology and sociology. The course will conclude with a look at some more specific philosophical problems of particular social sciences. Mr. Bates

## *Studies in the History of Philosophy*

Courses numbered in the range PA 400-420 cover major figures in philosophy or major movements, e.g., empiricism, rationalism, idealism, existentialism. These courses are recommended to students planning to pursue graduate work in philosophy and should normally be elected only by students who have had previous courses in philosophy.

**PA 400 Reading in History of Modern Philosophy** Fall

A reading course for junior majors covering the major philosophical movements of the last 100 years: idealism, existentialism, positivism, linguistic analysis. Oc-

casional discussion meetings and final written and/or oral examination. (Open only to philosophy majors. Required of all majors.) Staff

**PA 403 Three British Empiricists: Locke, Berkeley, and Hume** Spring
An historical study of these three important and influential philosophers. In addition to the primary aim of understanding and assessing critically what they said, secondary aims will be to place them in the context of the history of philosophy, and to consider briefly other possible answers to the questions they discuss. The focus will be on topics in the theory of knowledge and metaphysics. Some previous exposure to philosophy would be helpful but is not necessary. Mr. Bigelow

**[PA 404 Descartes and Spinoza]**

**[PA 406 Kant]**

**[PA 408 Hegel and the Nineteenth Century]**

**[PA 412 Philosophy in the Middle Ages]**

**PA 500 Research in Philosophy (open only to majors)** Fall, Spring
Staff

**PA 704 Senior Seminar: Contemporary Philosophy** Fall, Spring
All seniors elect two terms of the senior seminar. The seminar is devoted to the study of contemporary figures or movements in philosophy. Students will prepare periodic research papers utilizing primary sources and journal literature. Staff

See also RE 305 Studies in the Philosophy of Religion.

See also Division of Humanities.

# *Physical Education and Athletics*

The Physical Education Program concentrates on the so-called life-time sports so that all students leave Middlebury with exposure to sports or recreational activities in which they have developed a degree of skill and interest which will be an asset to them in later years. *The program consists of a pool test (or a course in beginning swimming) and five seasons in essentially life-time sports.* There is a credit maximum of three seasons for participation in intercollegiates, performing groups, or instructional team sports. The department schedules two seasons in each of the two college terms and one season in the college winter term.

Students may complete their Physical Education Program by utilizing any of the following options and opportunities:

a. Instructional course program
b. Approved Independent programs
c. Exemption program
d. Any combination of the above, including a credit maximum of three seasons for participation in intercollegiates, performing groups or instructional team sports.

The pool test or one beginning swimming course is required of all students. The test consists of jumping into the deep end of the pool and staying afloat for five minutes without assistance of any kind. Any method (floating, treading, swimming, survival floating) may be used. Beginners and those uncertain of their ability to pass this test should register for an instructional course in swimming. Current American Red Cross Senior Life Saving or Water Safety Instructor cards (show cards at the Field House office) are accepted in lieu of the pool test.

The Physical Education Program may be completed at any time or by any of the above options convenient to the student during his/her four years at Middlebury—except that three exemptions or three seasons credit should be attained by the end of the Junior year to ensure completion of the program. *The entire program may be completed by demonstrating strong competency at or above the intermediate level in three life-time activities offered in the exemption program, provided the pool test has also been passed.* The passing of one or two exemptions provides the student with one or two seasons credit toward completion of the entire program. Students may take no more than three instructional courses in the same activity nor receive more than three seasons credit for the same activity (one of which may be an exemption credit).

All registrations for instructional classes in physical education are held in the Field House office, and registrations are held prior to the start of each of the five seasons during the college year. There are three exemption periods during the year (early fall, middle winter, and late spring) and students should sign up for test appointments at the Field House office prior to the announced exemption periods. Students should consult the appropriate department member concerning participation in intercollegiates and performing groups. Application forms for independent programs are available at the office in the Field House and are returnable, for consideration, to Prof. Colman's office one week prior to the start of each physical education registration period. Students who wish to elect courses (i.e., the student does not need the course for physical education credit) should register with the department for the appropriate season and they will be scheduled for classes on a space available basis.

**Physical Education Program** (Fall, Winter I, Winter Program Term, Winter II, and Spring Seasons)

Specific seasonal course offerings are available at the time of registration prior to the start of each season. Staff

**Physical Education Instructional Course Registration Periods:** (9:00-12:00 and 1:00-4:00 at the Field House office)

| Registration Dates | Season | Season Dates |
|---|---|---|
| September 9, 10, 11 | Fall | September 16-October 26 |
| October 8, 9, 10 | Winter I | October 28-December 7 |
| December 2, 3, 4 | Winter Program Term | January 6-February 5 |
| February 17, 18, 19 | Winter II | February 24-April 5 |
| March 18, 19, 20 | Spring | April 14-May 17 |

**Exemption Periods and Tests:** Advance sign-ups for test appointments are recommended and requested. Please sign up at the Field House office from 9:00-12:00 or 1:00-4:00 unless otherwise stated. Note key below.

**Fall Tests (September 9, 10, 11)**—Sign-up dates are September 5, 6, and 9: Bowling, Dance*, Fly Casting, Golf, Karate*, Riding*, Sailing, Swimming and/or Pool Tests, and Tennis.

**Winter Tests (February 17, 18, 19)**—Sign-up dates are January 28, 29, 30 and February 17: Badminton, Dance*, Figure Skating, Ice Skating, Karate*, Skiing, Swimming and/or Pool Tests, Riding*, Squash/Handball and Touring.

**Spring Tests (May 19, 20, 21)**—Sign-up dates are May 12, 13, 14: Archery, Badminton, Bowling Canoeing, Dance*, Fly Casting, Golf, Karate*, Riding*, Squash/Handball, Swimming and/or Pool Tests and Tennis.

* Tests by appointment only.
Note: Test fees are: Bowling $.65; Karate $1.50; Riding $2.00.

# *Physics*

The course offerings in the Department of Physics are designed to fill the needs of a liberal arts curriculum. The offerings are suitable for three categories of students: (1) those who do not intend to specialize in science, but have an interest in science; (2) those who desire a basic introduction to physics as an adjunct to a major in another science; and (3) those who major in physics. Students normally major in physics as preparation for graduate study in the sciences or engineering, as preparation for a professional school, or as preparation for teaching. Students planning to major in physics should start no later than their sophomore year and preferably in their freshman year.

Students intending to major in physics (category (3) above) will find that the department offers a full complement of both theoretical and experimental courses. *The minimum requirements for a major in physics* are the four-term sequence of Mathematical Analysis, PH 109, 110, 150, 210, four electives in physics, and a senior program. The senior program consists of either a three-unit thesis and general examination, or two terms of advanced laboratory and examination. Students doing practice teaching under the Teacher Education program may, with permission, take only two units of senior thesis. Specific courses to be taken by a major are determined in consultation with a department adviser. The department offers a program for majors of Environmental Studies with Emphasis in Physics. (See Environmental Studies.)

It should be noted that students, whether planning to major in physics or not, may begin their study of physics with either PH 109 or PH 150 depending on their interests and preparation.

**PH 109 Mechanics, Sound and Heat** Fall

Mechanics: The fundamental laws of Newton, the concepts of work, energy and momentum and the conservation principles of mechanics are presented using the calculus. The mechanics of particles, rigid bodies and fluids are studied. Particular attention is paid to systems exhibiting periodic or near-periodic behavior.

Sound: Wave motion in elastic media and the propagation of sound in gases are studied. Topics include standing waves, travelling waves and Fourier synthesis.

Sound: Wave motion in elastic media and the propagation of sound in gases are studied. Topics include standing waves, travelling waves and Fourier synthesis.

Heat: The first three laws of thermodynamics and the kinetic theory of gases are presented. Topics include the concepts of temperature, heat, specific heat and entropy. The ideal gas equation is derived using a kinetic model.

The computer is used throughout the course both in problem solving and in analysis of laboratory experiments. Students without prior experience with the computer should plan to take the primer course on computer programming given by Mr. Krupp during the first week of fall term. (MA 112.) Three hours lect., three hours lab. Mr. Gould

**PH 110 Electricity and Magnetism** Spring

The classical laws of electricity and magnetism are presented. Topics include electric potential, current, resistance, capacitance, inductance, and electromagnetic oscillations. The electric and magnetic properties of matter are discussed. In the laboratory, electronic instruments such as the oscilloscope are introduced and utilized. Some study is made of electronic circuits for modifying and processing electric signals. (PH 109 or PH 150, and MA 112) Three hours lect., three hours lab. Mr. Gould

**PH 150 Light, Photons and Relativity** Fall

The course deals with the entire electromagnetic spectrum from radio waves to gamma waves, with emphasis on properties of visible light. The *geometry* of light propagation is developed by studying optical imaging and phenomena of interference, diffraction and polarization. The *physical nature* of light as radiant energy is explored by

comparing different models for the interaction of light with matter. The presentation of various sources and detectors of radiant energy serves to demonstrate the role played by light in nature and its diverse uses in scientific work. The course concludes with an introduction to *special relativity,* including space-time relationships, the constancy of the speed of light, and the equivalence of energy and mass. The course requires familiarity with the basic concepts of physics plus some algebra and geometry; no use is made of the calculus. Students without prior experience with the computer should plan to take the primer course on computer programming given by Mr. Krupp during the first week of fall term. (PH 109 or high school physics.) Three hours lect., three hours lab. Mr. Winkler

**PH 210 Atoms and Nuclei** Spring

This course investigates physical evidence that indicates the quantized nature of microscopic systems. Two major areas are examined in depth. The first concerns the structure of radiation spectra of simple atoms and nuclei, and selection rules governing transitions between energy levels. The second area concerns laws describing the wave-like behavior of particles and how this behavior leads to discrete, stable configurations. The spectra of simple molecules and the phenomenology of elementary particles are also introduced. (MA 201 or MA 202, and PH 150.) Three hours lect., three hours lab. Mr. Wright

**PH 221 Electronics I** Fall

An introduction to modern electronic circuits and solid-state devices with emphasis on their physical operation and practical use. In this course primary attention is given to understanding the basic principles, components, and relatively simple circuits that underlie the operation of modern electronic devices. The labs feature extensive experience with integrated-circuit operational amplifiers as well as oscilloscopes and other test instruments. (MA 112. PH 110 is recommended but not required.) Three hours lect., two 2-hour labs. Mr. Cooney

**PH 222 Electronics II** Spring

A continuation of PH 221 with particular emphasis on digital electronics. Electronic techniques such as amplitude and frequency modulation, analog-to-digital conversion, and signal processing are also studied. (PH 221 or permission.) Three hours lect., two self-scheduled labs. Mr. Cooney

**PH 251 Introduction to Astronomy** Spring

The course introduces the ideas and purposes of astronomical investigation. Some historical perspective on this most ancient of sciences serves as a background for discussion of current theories about the solar system, stellar evolution, the galaxy, and beyond. The college observatory is used for observational work. Three hours lect. and lab. as arranged. Mr. Winkler

**PH 301 Electromagnetic Fields** Fall

A study of the properties of electric and magnetic fields in empty space and in matter, leading to the unified and concise description of all electromagnetic phenomena by Maxwell's equations. Topics include electrostatics, magnetostatics, dielectric and magnetic materials, scalar and vector potentials, and electromagnetic induction. Emphasis is on local, differential relationships and consistency with the principles of relativity. Applications are made to problems of current interest in physics and other sciences. (PH 110 and MA 201.) Three hours lect. Mr. Wright

**PH 302 Electromagnetic Waves** Spring

The theory of Maxwell is used as the basis for an electrodynamic description of the behavior of light. Models for the propagation of waves in space and matter serve as the basis for an understanding of common phenomena in optics and communication. The theory is further illustrated through laboratory experience with lasers and microwaves.

The Fourier transform is introduced as a tool for treating problems of bandwidth, dispersion and wavefront reconstruction (holography). (PH 301.) Three hours lect., one lab./problem session. Mr. Cooney

**[PH 303 Intermediate Mechanics]** Offered in 1975-76

**[PH 312 Methods of Theoretical Physics]** Offered in 1975-76

**PH 332 Heat and Thermodynamics** Fall

The fundamental laws of thermodynamics are presented and applied to gaseous, liquid and solid systems. Heat transfer by conduction, convection and radiation is also presented. (PH 109.) Three hours lect. Mr. Gould

**[PH 350 States of Matter]** Offered in 1975-76

**PH 401 Introduction to Quantum Mechanics** Fall

A fundamental course in quantum mechanics aimed at understanding the mathematical structure of the theory and its application to physical phenomena at the atomic and nuclear levels. Topics include the basic postulates of quantum mechanics, operator formalism, Schroedinger equation, one-dimensional and central potentials, angular momentum and spin, perturbation theory, and systems of identical particles. (PH 210, MA 201, MA 202.) Seminar—three hours. Mr. Winkler

**PH 402 Advanced Modern Physics** Spring

Advanced study of one particular field of modern physics such as nuclear, elementary particles or solid state physics. The specific topic and text(s) are to be selected prior to registration by the students in consultation with the instructor. (PH 401 or permission.) Three hours lect. Mr. Wright

**PH 441 Advanced Laboratory I** Fall

During the semester the student will complete two laboratory projects. Each will be supervised by an individual faculty member and will involve exploration of basic experimental research techniques in an area of current interest. For each project the student will be expected to do some library research and background reading, to participate in the design of the experiments and to present a written report on the project. (PH 210.)
Mr. Cooney, Mr. Wright

**PH 442 Advanced Laboratory II** Spring

The description of this course is identical to that of PH 441 above. (PH 210.)
Mr. Gould, Mr. Winkler

**PH 500 Research and Special Topics** (Permission.) Fall, Spring
Staff

**PH 705 Independent Study and General Examination** Fall, Winter, Spring

Independent study in the fall, winter and spring terms culminating in a written thesis. Accompanied by comprehensive examinations in February. (Three credits total.)
Staff

# *Political Science*

Political Science defines, describes, explains, and evaluates political phenomena. It does so with a number of disciplines or habits including science, philosophy, history, and prudence. Following a first course in which historically important philosophic definitions of and judgments about the subject are examined, the curriculum continues with a number of courses which introduce the study of particular sub-fields of the subject. Intermediate level courses are offered in the major areas of the subject, and the department offers a methods course useful to students of the sub-fields. The senior program involves intensive seminar work. The curriculum as a whole is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences, and to prepare those students who intend to pursue further work in either graduate or professional schools.

*Required for the major in Political Science:* A total of ten Political Science courses, including: (1) PS 101, (2) completion of the Senior Program, and (3) two courses in each of three of the following fields: American Political Institutions, International Politics and Foreign Policy, Comparative Politics, and Political Theory. Majors should also consult with their advisers regarding appropriate cognate courses.

*Senior Program:* The Senior Program normally consists of two Seminars, each of which includes advanced work appropriate to the sub-field in which the seminar is offered. The Seminars are listed as the 400 level courses below. Before taking PS 404, 405, or 406 students are strongly advised to take PS 331. The Seminars may be taken at any time beginning with the Spring Term of the major's Junior year, but they must be taken during separate terms. Two course credits are granted for the Senior Program. Students admitted to the Honors Program may substitute one term of Honors work for one of the Seminars. Departmental approval also may be granted to Seniors with exceptional records who wish to substitute an Independent Project (PS 500) for one of the Seminars. Proposals for these projects should be submitted to the Department for approval before the Senior term in which the project would be undertaken.

*Honors Program:* Students may become candidates for Honors in Political Science at any time after the beginning of the Spring term of the Junior year and prior to the Spring term of the Senior year. Honors projects will normally be begun in the Senior Seminars or 500 projects. Prior to the term in which Honors are sought, the Department will determine whether the Senior Seminar or 500 projects are progressing satisfactorily enough to be continued as Honors projects. One course credit (PS 500) is granted for Honors work.

**PS 101 Introduction to Political Science** Fall

A study of the classics in political science: Plato, *Republic;* Aristotle, *Politics;* Machiavelli, *The Prince;* Hobbes, *Leviathan;* Locke, *Second Treatise on Government;* Rousseau, *Second Discourse;* Marx, *Communist Manifesto* et al; Weber, "Politics as a Vocation," "Science as a Vocation"; Nietzsche, *The Use and Abuse of History.* Two lectures and one discussion section per week. (Freshmen and sophomores or permission.)

Mr. Dry and Staff

**PS 102 The American Political Regime** Spring

Our examination of this "first new nation" begins with the Constitutional Convention and the framers' deliberations over the best form of government consistent with the principles of the Declaration of Independence and appropriate to the people of the United States of America. Study of this and later critical moments in the interpretation and construction of the American political regime requires an examination of the writings of *The Federalist,* Jefferson, Marshall, Calhoun, Tocqueville, Lincoln, and Frederick Douglass. Next, selected basic problems in American politics are examined by means of Supreme Court cases and critical essays. Topics have included race, civil disobedience, moral basis of international action, and higher education. Mr. Dry

**PS 103 Introduction to Comparative Politics** Spring

The purpose is to introduce students to the study of comparative politics through two major approaches: (1) through detailed case study of domestic politics in Britain, France, USSR, and China, and (2) through cross-national analysis of democratic, authoritarian, and modernizing political systems. Mr. Rosenberg

**PS 104 Introduction to American Political Processes** Spring

The course will include brief exploration of the workings of formal governing institutions (Congress, the Courts, the Presidency) and the policy problems they deal with (defense, the economy, foreign relations, ethnic differences, poverty); and more extensive examination of extra-governmental processes such as voting, parties, interest groups, mass movements, and elite influence. Mr. Dickson

## *American Political Institutions*

**PS 203 American Politics and Legislation** Fall

The American political process; the theory and practice of politics; the functions and activities of political parties and interest groups and their role in the initiation and control of governmental policies, including a consideration of crucial political issues and practical politics. Mr. Thurber

**PS 204 American Politics and Legislation** Spring

The formal and informal aspects of legislative organization and procedure; a study of political power as found in the legislative process and in the activities of the power groups in American society. Closely related to current legislative proceedings. Mr. Thurber

**PS 301 State and Local Government** Spring

Institution, structure, and political process at the state and local level. Contemporary issues and problems facing state and local government in the American political system. Mr. Thurber

**PS 305 American Constitutional Law: Principles and Structure** Fall

Study of the judicial function and the constitutional principles of federalism and the separation of powers as the Supreme Court has enunciated them in leading cases. Reading concentrates on leading Supreme Court decisions, interpretive essays, and commentaries. Students participate in a Mock Court case or write a paper on a topic suggested by the course reading. (Junior standing and PS 102, or permission.) Mr. Dry

**[PS 306 American Constitutional Law: Individual Rights]** Offered in 1975-76

**PS 307 The American Presidency** Fall

Powers, purpose, and functioning of the Presidency in the American political system. Mr. Thurber

**PS 309 Urban Politics** Fall

The first third of the course focuses on policy problems, especially housing, education, and welfare. The second part focuses on the social context and political structure of the city. The final third explores possibilities of innovation and different modes of citizen participation through political processes such as voting, lobbying, organizing or extra-political processes such as rioting. Mr. Dickson

**PS 402 Seminar on American Constitutional Law** Spring

Advanced study of a selected topic in American constitutional law. Students will present papers in class, criticize other papers, and prepare a revised version of their

papers. Possible topics include the American founding, the constitution and the Civil War, the Roosevelt court, executive power, and judicial statesmanship. (PS 305 or 306.)
Mr. Dry

**PS 406 Seminar on American Electoral Behavior** Spring
Class discussions and original student research centered around historical and contemporary electoral behavior of parties, candidates, and voters. Emphasis on assumptions, uses, and techniques of quantitative analysis, though other approaches will also be welcome (PS 203, 331 or permission.) Mr. Dickson

## *Comparative Politics*

**PS 330 Political Change** Fall
An analysis of technology and human values in advanced industrial states, focusing on the problems of individual alienation and social progress. The final exam will consist of the question: "What is the essential nature of the 'Post-Industrial' society?" The syllabus will draw on the works of Fromm, Marcuse, Freud, Mumford, Galbraith, Commoner, Heilbroner, and others. Mr. Rosenberg

**[PS 322 Government and Politics of Southeast Asia]**

**PS 323 Politics of Mainland Southeast Asia: Old Societies and New States** Fall
An analysis of the transformation of traditional culture into modernizing regimes, based on case studies from Burma, Thailand, and Vietnam. Major topics will include Buddhism and traditional politics, the impact of colonialism, the dynamics of the nationalist movement, and the revolutionary struggle. Mr. Rosenberg

**[PS 324 Politics of Island Southeast Asia: The Politics of National Integration]**
Offered in 1975-76

**PS 404 Seminar in Comparative Politics** Spring
(Permission.) Mr. Rosenberg

## *International Relations and Foreign Policy*

**PS 201 International Politics** Fall
An introduction to the study of international politics. The material covered includes the formulation of foreign policy, inter-nation behavior, the nature of the international system, and possible causes of international conflict. Mr. Leng

**PS 202 Contemporary International Politics** Spring
Four or five major contemporary international problems are considered in conjunction with conceptual models and theories of social scientists attempting to explain them. Topics considered in recent terms have included: the future of the East-West detente, Sino-Soviet relations, the political impact of multi-national corporations, the Middle East conflict, and relations between rich nations and poor nations. (PS 201.) Mr. Leng

**PS 302 International Conflict Resolution** Spring
An investigation of international law, international organization, diplomacy, and the findings of peace research as approaches to the resolution of conflicts among nations. Students are assigned position papers and participate in debates on the utility of different approaches considered in the course. PS 201 is helpful, but not required.
Mr. Leng

**PS 311 American Foreign Policy** Fall

Major assumptions and objectives of American foreign policy since 1945. Analysis of historical performance (Cold War, Vietnam) and emerging problems in Asia, Europe, and the Middle East. Emphasis on the process of goal selection, including leadership, learning, evaluation of threats, consideration of alternatives, and public opinion.
Mr. Dickson

**PS 405 Seminar on the Causes of War** Fall

A research seminar on the causes of international war. There are two parts to the course: readings and discussion of the theories and findings of social scientists and other students of human and international conflict, and individual research papers. The research papers are designed to construct and test a partial theory of international conflict. The course is open to students who have taken PS 201, including non-majors. PS 331 is recommended, but not required. (PS 201 or permission.) Mr. Leng

## *Political Theory*

**PS 317 Political Philosophy: Classical Political Philosophy** Fall

Detailed study of the political philosophies of Plato and Aristotle. Stress on the themes of natural right, the claims of political association and private life, and action and theory. Mr. Nelson

**PS 318 Political Philosophy: Modern Political Philosophy** Spring

Close study of important political philosophies. Themes include the transition from natural right to natural rights, the revolt against classical political philosophy, the rejection of the theoretical life as the best way of life, substitution of various activist views of human being for the classical notion of man, and the emergence of human studies independent of and allegedly superior to political philosophy. Mr. Nelson

**PS 331 Contemporary Political Analysis** Fall

The purpose is to teach students how to do empirical political science. The first part of the course will examine the theories and methods of the empirical analysis of politics. In the second part, students will design and present their own independent research projects. Members of the department and others will provide case studies of different varieties of contemporary political analysis. The course is strongly recommended to juniors before they take PS 404, PS 405, or PS 406. Mr. Rosenberg

**PS 333 Our Present Discontents: Recent Political Philosophy** Spring

An examination of recent diagnoses of the alleged decline of political philosophy, and of attempts to redirect, redefine, or restore the practice of this activity. Comparison of the assumptions and judgments made by classic writers in the genre (for example, Aristotle and Hobbes) with those made by selected 20th century writers. (Some previous work in political philosophy or permission.) Mr. Nelson

**[PS 401 Seminar on Representative Government]**

**PS 409 Seminar in Political Philosophy** Fall

Study of a writer, a theme, or an era important in political philosophy. The writer to be studied in Fall 1974 will be Aristotle, Spinoza, or Nietzsche, the choice among these to be made after preferences are solicited from members of the seminar at registration. (Permission.) Mr. Nelson

## *Independent Projects*

**PS 500 Advanced Projects**

A program of independent work designed to meet the individual needs of advanced students. (Permission.)

Staff

# *Psychology*

For the student who majors in psychology engagement with experimental data lays the basis for an empirically founded and objective formulation of principles of human behavior. He or she may encounter the data in published research reports, in regular laboratory work, and in connection with individual research along lines that he or she finds important. The relevant observations may involve human subjects or sometimes infra-human subjects for the better experimental control that they may permit. Whatever the sources of the observations, the student comes to see them as products of the experiments that generated them, and thus evaluates their importance for hypothesis or generalization.

As a psychology major the student takes a program of elective and required courses in psychology and related disciplines. By the end of sophomore year, through work in Psychology, and in cognate fields, the student has acquired familiarity with many of the data, concepts, and research procedures essential to an understanding of human behavior. During the last two years the student makes use of accumulated knowledge and skills in his or her deep involvement with several areas of central importance to psychology.

Students generally choose to complete as much as possible of their formal course work toward the major by the end of the junior year so that their work in psychology as seniors can be devoted to independent reading and study, and possibly to individual research leading to Departmental Honors.

*Major in Psychology:* Required for a major: PY 105, PY 201, PY 207, PY 301, PY 305 or 307, and at least four additional fall or spring term courses in psychology; Qualification in Psychology; the General Examination in Psychology (PY 705); and completion of cognate requirements: two one-term courses, chosen in light of the student's interest and with the consent of the Psychology Department, from among the courses offered in Biology, Chemistry, Mathematics, and/or Physics.

*Joint Major in Biology and Psychology:* Required for a major: Biology BI 110 and five electives in Biology; Psychology PY 105, PY 201, PY 207, PY 301, PY 305 or 307, PY 705; three electives chosen with advisers' approval from the courses in Chemistry, Mathematics, Physics, or Economics EC 210.

*Qualification in Psychology* must ordinarily be accomplished by the end of the student's sophomore year and is achieved by completion of Psychology PY 105 with a grade of at least C-, by completion of Psychology PY 201 with a grade of at least C-, and by completion of the extra-departmental cognate requirements stated above. A student who has not met Qualification by the end of sophomore year may be granted exception to the requirements on action of the Department in response to a written request.

*Winter Programs:* No winter programs in Psychology are required of either psychology majors or joint majors in biology and psychology. However, the winter program in Instrumentation for the Behavioral Sciences, given in alternate years, is highly recommended for those students who may want to conduct senior research leading to possible Honors in the major. Completion of this winter program may in some cases be deemed a prerequisite to approval of such an individual senior research program.

*Senior Program:* Preparation for the General Examination (PY 705), given yearly in May, will involve independent reading by the student. This preparation may be done as the equivalent of one course during the fall or winter or spring term of the student's senior year at his or her choice.

Students who seek to be graduated with *Departmental Honors in Psychology* must apply to the Department before February 1 of the junior year. They will then register for Advanced Research (PY 500) during the spring term of junior year to delimit their problems and conduct any necessary pilot or feasibility studies for their research. Upon successful conclusion of such studies they will, if they choose, be admitted to Honors candidacy, and continue research during senior year. They may also, if they choose, devote the winter term of senior year to research. Upon successful completion of their project an Honors Examining Board will be convened to consider and make recommendation about the order of departmental Honors to be awarded upon their graduation. These orders include Honors, High Honors, and Highest Honors in Psychology.

**PY 105 Psychology: A Viewpoint** Fall, Spring

Several important issues selected from the problems of perception, motivation, and mental illness are considered from the point of view that, for a psychologist, a satisfactory understanding of the phenomena he studies will necessarily depend on his seeing them in terms of his subject's (1) physical capabilities and limitations, (2) experiential environment, and (3) interactions with that environment. (Open to Freshmen; Sophomores and upperclassmen require permission.) Staff

**PY 201 Principles of Research in Behavioral Science** Spring

This course introduces the student to behavioral experimentation through a consideration of the problems relating to the design and analysis of experiments. It deals, further, with the accepted procedures for describing and reporting the outcomes of such research. (PY 105, or permission.) Mr. Ewell

**PY 207 Conditioning and Learning** Fall

This course introduces the laboratory experiments and the theories relating to the major phenomena of conditioning and learning. The work of such men as Pavlov and Skinner is considered in this context. The topics include simple classical conditioning, discriminative conditioning, operant training procedures, reinforcement schedules, and aversive control. These topics serve as the basis for an analysis of complex behavior. Laboratory work centers on operant conditioning with the laboratory rat. (PY 105.) 3 hrs. lect., lab. Mr. Prouty

**PY 208 Memory and Conceptual Processes** Spring

This course deals with some of the problems of human memory and thinking: how information is coded, how it is stored, how stored information is retrieved, and how stored information may be used in dealing with new situations. The course touches on traditional verbal learning studies, contemporary models of memory processes, concept learning, thinking, and some aspects of language. (PY 105.) 3 hrs. lect., lab. The laboratory deals entirely with human learning and retention. Mr. Prouty

**PY 216 Drugs and Behavior** Spring

An examination of the classes of drugs which affect central nervous system function and behavior with reference to their possible sites of action. Both the patterns of use of various drugs and the user characteristics will be investigated for alcohol, nicotine, stimulants and depressants, tranquilizers, hallucinogens, and opiates. (PY 105 or permission.) Mr. Woodruff

**PY 225 Developmental Psychology** Spring

The purpose is to examine human development in terms of the principles and methods of psychology. The course will consider such topics as: the nature of the developmental process, the methodology of child study, perceptual-motor development, the development of language and intellectual skills, and the development of gender role. (PY 105.) (This course will receive Teacher Education credit.) Mr. Prouty

**PY 226 Psychology in Clinical and Educational Contexts** Fall

This course deals with the procedures used by psychologists in evaluating intelligence, personality, and other psychological variables as they appear in human subjects. Emphasis is given to procedures of psychological interviewing and testing. (PY 105.) (This course will receive Teacher Education credit.) Mr. Ewell

**PY 227 Abnormal Psychology** Spring

This course explores first the standard nosology of mental illness and then looks at the problem of abnormal behavior with an interest in the light that the several natural and social sciences can throw on its etiology. (PY 105.) Mr. Ewell

**PY 301 Physiological Psychology** Fall

The central focus is on the neurophysiological, neuroanatomical and endocrinological substrates of both human and animal behavior. In the laboratory the student will learn several of the surgical and anatomical techniques used to investigate central nervous system function. (PY 105 *or* permission. Permission will be liberally granted to students with backgrounds in biology, chemistry or physics.) 3 hrs. lect., lab. Mr. Woodruff

**[PY 305 Experimental Psychology: Psychophysics]** Offered in 1975-76

**PY 307 Social Psychology** Fall

This course takes as its central focus the problem of attitude, with especial emphasis on attitude measurement and processes of attitude change. Laboratory work involves the construction and testing of attitude scales by several of the more commonly used procedures. (PY 201.) 3 hrs. lect., lab. Mr. Ewell

**[PY 314 Experimental Psychology: Sensory Processes and Perception]** Offered in 1975-76

**PY 316 Research in Physiological Psychology** Spring

This course deals with advanced procedures of physiological psychology, including surgical, neuroanatomical, and histological procedures. (PY 301.) 1 hr. lect., 5 hrs. lab. Staff

**PY 411 Contemporary and Continuing Issues in Psychology** Fall

For many years the two defining influences in Psychology have been: the experimental tradition which began with Wundt in 1879, and the tradition starting with Freud's work in the 1900's. Recently, Maslow and others have proposed what they label a "third force": an approach which emphasizes development of human potential. The course essays to deal with the past, present, and possible future of this confrontation by examining each tradition, its strengths, weaknesses, and the issues which each raises. (Permission. Permission will be granted to students with strong backgrounds in behavioral science.) Mr. Prouty.

**[PY 426 Personality and Psychotherapy]** Offered in 1975-76

**PY 500 Advanced Research** Fall, Spring

A program of research arranged to meet the needs of advanced students majoring in psychology. (Permission.) Staff

**PY 705 General Examination in Psychology**

Senior psychology majors are expected to work independently throughout the year in preparation for the General Examination given in May. This examination covers the field of psychology rather than specific course material. Each student is granted one course equivalent for preparation for this examination. He may take that equivalent, at his own choice, during the fall, winter, or spring term of senior year. Staff

# *Religion*

Courses in religion are designed to acquaint students with the many aspects of religious life in a variety of cultural settings, and with the chief methods employed in investigating and interpreting religious phenomena.

*Major Program:* A major in religion must satisfactorily complete three 200 level courses, four 300 level courses, two *cognate* courses, and senior work. A *cognate* course is a course offered by another department whose content or method is pertinent to the study of religion: courses in anthropology, art history, history, literature, philosophy, and sociology. In every case a cognate course must be approved by a student's adviser before it can be credited toward the major. The senior work requirement may be satisfied either by completing RE 702 or by writing an honors thesis.

*Departmental Honors:* Students who have maintained a B average in departmental courses may elect at the end of their junior year to become candidates for departmental honors. During the fall semester of senior year an honors candidate shall enroll in an RE 500 course and do preliminary research on a chosen topic under the direction of a faculty member. Following the satisfactory completion of this course and with the recommendation of the faculty member the student shall prepare a thesis during the winter and spring terms (the thesis will count as two course credits). "Honors" shall be awarded to candidates who receive a B+ as their thesis grade; "High Honors," to those who receive and A-; "Highest Honors" to those who receive an A or A+; in each case candidates must maintain a B average in their departmental courses.

## *Introductory Courses*

The following courses have no prerequisites and are open to freshmen. HM 150 (listed below) and PA 213 Philosophy of Religion (see catalogue under Philosophy) may be counted toward the major as 200 level courses in Religion.

**HM 150 World Views and Human Questions** Spring

A study of selected works from various cultures that present human values within the context of world views and which pose problems—moral, religious, and scientific—in relation to these world views. Although the course is not a comprehensive history of ideas, it will consider the texts in their historical settings. The format will include lectures, panels, and discussion sections. Readings will include works of Plato, Seneca, Anselm, Al Ghazali, Sankara, Luther, Pico della Mirandola, Montaigne, and Descartes.

Mr. Bates, Mr. Nuovo and Staff

**RE 201 The Old Testament** Fall

The history, literature, and faith of the Hebrew people from the Patriarchical age to the Maccabean revolt. Attention will be given to the methods of historico-literary criticism and the contribution of archeology to biblical history and interpretation.

Mr. Scott

**RE 202 The New Testament** Spring

The history, literature, and faith of first century Christians as reflected in the New Testament. Attention will be given to various critical methods used in biblical scholarship.

Mr. Scott

**[RE 203 Classical Issues in Religious Thought]** Offered in 1975-76

**RE 214 Philosophy and Theology during the Middle Ages and the Reformation** Fall
A study of representative thinkers. Medieval, Renaissance, and Reformation, whose work combined philosophical and theological methods and themes: Augustine, Anselm, Maimonides, Aquinas, Duns Scotus, Ockham, Ficino, Luther, Calvin; the religious and cultural background; the limits and scope of rational inquiry into theological themes. The development of the Western tradition of philosophical theology will be the particular focus of this course. Mr. Nuovo

**RE 215 The Religious Traditions of Asia: South Asia** Fall
A more or less chronological presentation of the development of religion in India and Ceylon: Vedism, Brahmanism, Classical Hinduism, as well as Buddhism and Jainism. Instructor to be announced.

**RE 216 The Religious Traditions of Asia: East Asia** Spring
The development of religion in China and Japan: Confucianism, Taoism, Shinto; the transmission of Buddhism and the formation of the schools.
Instructor to be announced.

## *Studies in Religion*

The following courses are limited in enrollment and are offered with prerequistes or by permission.

**[RE 301 The Religious Thought of the Nineteenth Century]** Offered in 1975-76

**[RE 302 The Religious Thought of the Twentieth Century]** Offered in 1975-76

**RE 303 Theories of Religion** Fall
A comparison and critique of various theories of the origin, nature, and function of religion, with particular emphasis on the phenomenology and sociology of religion: Eliade, Wach, Otto, Evans-Pritchard, Durkheim, Weber, Bellah, Burger, and O'Dea. (Permission.) Mr. Rainey

**RE 305 Studies in the Philosophy of Religion** Spring
The content varies from year to year; it will be devoted to specific topics such as the existence of God, providence and the religious interpretation of history, the problem of evil. The topic for Spring 1975 will be death and immortality: What is the meaning of death in human life? Is there a possibility of life beyond physical death? An examination of the truth value of religious beliefs concerning life beyond death: the immortality of the soul, resurrection, and transmigration; and an inquiry into what other possible meaning these beliefs may have in human life. Mr. Nuovo

**RE 310 Seminar in Biblical Theology** Spring
Intended for Religion majors and other persons who have had introductory work in Biblical Literature. The topic changes from year to year. In 1975 the topic will be "Studies in the Thought of St. Paul." Mr. Scott

**RE 311 Religion and Analytical Psychology** Spring
An analysis and critique of the theories of C. G. Jung and his school concerning the nature of religion and its function in the human psyche. Primary attention will be given to the works of C. G. Jung and Erich Neumann. (Permission.) Mr. Rainey

**[RE 312 Zen and Mysticism]** Offered in 1975-76

**RE 314 Images of Redemption and Fulfillment: Sacred and Profane** Fall
An examination of various images of human fulfillment inWestern philosophical and religious traditions: Zarathustra, the Book of Daniel, Nietzsche, millenarian movements in the Middle Ages, More, and selected contemporary utopian writers. (Permission.) Mr. Rainey

**RE 315 Studies in Comparative Religion** Fall
Topic and instructor to be announced.

**RE 316 Studies in the Psychology of Religion** Fall
A comparison and critique of selected 19th and 20th century thinkers who have analyzed religion from a psychological perspective: Nietzsche, Feuerbach, James, Leuba, Freud, Erickson and others. The Jungian school will not be considered since it is dealt with in a separate course. (Permission.) Mr. Rainey

The following courses, offered in other departments, may be credited toward the religion major as 300 level courses:

**HI 328 The Reformation** Mr. Tillinghast

**SA 380 Religion, Myth and Ritual Symbolism** Mr. McCreery

**SA 495 Seminar: Myth, Mind and Society** Mr. McCreery, Mr. Rainey

**RE 500 Independent Research** Staff

**RE 700 Senior Research for Honors candidates** Staff

**RE 702 Senior Seminar** Spring
Staff

See also Division of Humanities.

# *Russian*

The following courses taught in English by the Department of Russian are open, with permission of the instructor, to majors in other departments: RU 251 and RU 252, Russian Literature and Culture; RU 351, Dostoevsky; RU 352, Tolstoy.

Formal admission to the major program is attained through satisfactory grades in RU 202 and RU 252 or through satisfactory scores on a qualifying examination. The qualifying examination will cover all language skills and a general knowledge of Russian literature and culture from its beginnings to the present.

Prospective majors are strongly urged to take an intensive Russian course during the winter term following RU 201.

Normally a *major program* will consist of the following courses: RU 301, RU 302, RU 315, RU 321 and two courses chosen from the following: RU 311, RU 312, RU 313, RU 314, RU 401, RU 402. Although all students will be expected to take work in the areas of language, literature, and civilization and culture, the program of an individual student may place greater emphasis on any of these three areas and each student's program will be planned individually in consultation with the chairman.

The *Senior program* will consist of a Senior Seminar taken during the spring semester of senior year. Students with particularly strong records will be encouraged to prepare an Honors project under the supervision of a faculty member. Upon the approval of the chairman Honors work may be substituted for the Senior Seminar.

Students majoring in Russian should plan on having a second strong field of concentration. Students planning to teach should have a second language, preferably through at least the third year of study. Students planning careers in government, finance, commerce, etc., are strongly advised to have strong concentrations in one of the following fields: Economics, Geography, History, or Political Science. A joint or double major with one of these areas of study makes a particularly strong program.

Middlebury is one of the institutions sponsoring a semester-long program of Russian study at Leningrad State University through the Council on International Educational Exchange. Competition for this program is extremely rigorous and students should begin planning their entire undergraduate study program early if they anticipate applying. Interested students should consult with the chairman as early as possible concerning this program.

**RU 101 Beginner's Russian** Fall

Four-skills approach to provide a firm control of the sound system and the structure of Russian. Although much emphasis is put on the spoken colloquial language, reading, writing and a conscious understanding of the fundamentals of grammar provide a firm foundation for work in advanced courses or for reading in specialized fields. Five class meetings per week (two lecture sections, three drill sections) and intensive use of the language laboratory. Mr. Baker and Staff

**RU 102 Beginner's Russian** Spring

Continuation of the approach used in RU 101, but with increased emphasis on reading. (RU 101 or equivalent.) Five class meetings per week (two lectures, three drill sections) and intensive use of the language laboratory. Mr. Baker and Staff

**RU 201 Intermediate Russian** Fall

Systematic review of grammar and development of the spoken and written skills attained in Beginner's Russian. Four class meetings per week (one lecture, three drill sections). (RU 102 or equivalent.) Mr. Baker and Staff

**RU 202 Intermediate Russian** Spring

Continuation of approach used in RU 202. Reading of contemporary Russian texts, conversation and written assignments in Russian based on reading assignments. (RU 201 or equivalent.) Four class meetings per week (one lecture, three drill sections).

Mr. Baker and Staff

**RU 251 Russian Literature and Culture (in English)** Fall

A survey of Russian cultural history and literature from its beginnings to 1880. The main emphasis will be on the 19th century. No knowledge of Russian is required. (Permission.) Mr. Motolanez

**RU 252 Russian Literature and Culture** Spring

Continuation of survey of Russian cultural history and literature, beginning with 1880. The main emphasis will be on the literature and culture of Soviet Russia. No knowledge of Russian is required. (Permission.) Mr. Orth

**RU 301 Russian Phonetics, Diction and Conversation** Fall

Systematic review of the fundamentals of Russian grammar. Stress will be put on correct pronunciation and intonation and on the development of oral fluency and freedom of self-expression in speech and in writing. Intensive use of language laboratory. (RU 202 or equivalent.) Mr. Baker

**RU 302 Russian Conversation and Composition** Spring

Continuation of development of oral and written fluency and correctness. (RU 301 or equivalent.) Mr. Baker

**RU 311 Russian Masterpieces of the 19th Century** Fall

Reading in the original of works of some of the major 19th-century writers. Classroom discussion and written assignments in Russian. (RU 202 or equivalent.)

Mrs. Baker

**RU 312 Russian Masterpieces of the 19th Century** Spring

Reading in the original of works of some of the major 19th-century writers. Classroom discussion and written assignments in Russian. (RU 311 or equivalent.)

Mrs. Baker

**[RU 313 Russian Masterpieces of the 20th Century]**

**[RU 314 Russian Poetry]**

**RU 315 Introduction to Russian Literary Readings** Fall

An encounter with representative Russian writers and their works, combining textual analysis with a study of literary techniques. Classroom discussions, oral and written reports. Conducted in Russian. (RU 202 or equivalent.) Mr. Orth

**RU 321 Soviet Man and his World** Spring

Readings in both Russian and English on Russian and Soviet culture and civilization. Classroom discussions, oral and written reports. (RU 202 or equivalent.) Mr. Baker

**RU 351 Dostoevsky (in English)** Fall

A study of the major works of one of the masters of Russian literature, who has had a great influence on world literature, particularly on the Existentialists. No knowledge of Russian is required. (Permission.) Mr. Motolanez

**[RU 352 Tolstoy (in English)]**

**RU 401 Advanced Language Study** Fall

Continued development of spoken and written skills, including stylistic analysis of various types of material. Entails use of the language laboratory. (RU 302 or equivalent) Mrs. Baker

**RU 402 Advanced Language Study** Spring

Continued development of spoken and written skills, including stylistic analysis of various types of material. Entails use of the language laboratory. (RU 401 or equivalent) Mrs. Baker

**RU 500 Advanced Studies in Language and Literature** Fall, Spring

Supervised individual study for highly qualified students; including Honors Thesis. Staff

**RU 704 Senior Seminar** Spring

A consideration of selected works from Russian literature and intellectual history. Written reports and individual oral presentations in Russian. (Senior majors.) Staff

See also Division of Foreign Languages.

# *Sociology-Anthropology*

Our world is characterized by rapid social change and complex social problems. At the same time, one is increasingly aware of the impact of social relationships in producing social structures and cultural values that either inhibit or facilitate desired goals.

The major in Sociology-Anthropology is designed to provide the student with a perspective for the systematic analysis and understanding of human behavior resulting from cultural and societal forces. Based on the empirical findings of the closely related disciplines of Sociology and Anthropology, this perspective is inherently comparative, such that the department is concerned with the inter-relations between culture and society in various settings. Although both of these disciplines share common concern about human behavior, each in addition has its own history, concepts and theoretical commitments. Anthropology essentially focuses on the role of culture in human experience and Sociology is concerned primarily with the role of social interaction and the social structure in human experience.

Upon completion of the introductory courses (SA 101 and 102), each major may declare a "specialization" in either Anthropology or Sociology. (This does not preclude the election of courses in both fields; in fact, we strongly urge our majors to select courses from both disciplines.) The "concentrator" in Anthropology must take one "culture area" course; the "concentrator" in Sociology must take SA 205, Sociological Theory.

All majors, regardless of specialization, must take SA 301, The Research Process. It is strongly suggested that students take this course in the junior year in order to prepare the topic and background for their Senior (or Honors) Thesis. Sophomores may register for the course if they wish, but especially if they plan a junior year abroad.

During the final year, the student will write a Senior Thesis (or Honors Thesis). Normally the two thesis units are used in the fall and winter terms. However, at the student's option, both units may be taken during the fall term, with the final copy due at the end of the fall term.

*Required for the major in Sociology-Anthropology:* SA 101, SA 102, SA 301, either SA 205 or one "area course," the Senior thesis, plus a minimum of 5 but not more than 9 fall and spring courses in the Department and a minimum of one but not more than two winter courses in the Department (one of which may be part of the Senior Thesis). The selection of cognate courses will be planned with the major's adviser, taking into consideration the student's aims and purposes in the department.

*Departmental Honors* will be granted to those who do superior work on the senior thesis and course work in the department.

## *Introductory Courses*

**SA 101 Introduction to Anthropology** Fall

An introduction to the major sub-fields of anthropology—physical anthropology, archaeology, linguistics and social anthropology. An examination of evolution and contemporary variation in man and culture, using data from human paleontology and biology, the archaeological record and ethnographic studies. Mr. Andrews, Mr. McCreery

**SA 102 Sociological Perspectives** Spring

A systematic introduction to the science of societal structures and processes. Major varieties of sociological thought are explored in terms of theoretical constructs, methodologies and substantive findings. After coming to understand the primary ways by which the sociologist perceives and deals with any given social phenomena, specific substantive materials dealing with a common theme will be examined in depth.

Mr. Fengler, Mr. Haerle, Mr. Nye

## *Theory and Method*

**SA 205 Sociological Theory** Fall

A critical analysis of the major sociological theorists who have influenced contemporary American sociology, through the use of original sources. Emphasis will be given to Marx, Weber, and Durkheim, along with some more contemporary writers. Implications of their ideas for contemporary theory and research. (SA 101 and SA 102 or permission.) Mr. Haerle

**SA 301 The Research Process** Spring

Introduction to the relationship of concepts, hypotheses and theory. By means of a class research project, each student will be exposed to all phases of the research process, including research design, measurement, selected techniques (observation, participant-observation, interviews, questionnaires), statistical reasoning and testing, data analysis, and report formats. Submission of the Senior Thesis proposal. Lectures and research laboratory. Strongly recommended for juniors. (SA 101 and SA 102.) Mr. Haerle

## *Social Organization and Comparative Institutions*

**[SA 315 Sociology of Education]**

**SA 337 Political Sociology** Fall

The significance of family, peer group and school in the development and formation of political attitudes, identity and behavior—with emphasis on the effects of age, sex, and social class. Particular attention given to the role of college youth in the political process. The significance of public opinion polls and the mass media in modern politics. (No prerequisites.) Mr. Fengler

**SA 345 Work, Leisure and Sport** Spring

Major focus on work as a social and organizational phenomenon from two complementary points of view: (1) the sociology of occupations and professions, stressing careers, the process of professionalization, and autonomy vs. bureaucratic structure; and (2) industrial sociology, with emphasis on alienation and the conflict of formal and informal structures. Implications of change in the meaning and organization of work for problems of leisure and sport. (SA 102 or permission.) Mr. Haerle

**[SA 364 Population Studies]**

**SA 370 Social Inequality in Comparative Perspective** Fall

An analysis of the universal phenomenon of structured social inequality. Topics include the five basic types of stratification systems, objective and subjective aspects of stratification and the future of inequality. Substantive materials are both comparative and historical. (SA 102 or permission.) Mr. Nye

**SA 380 Religion, Myth and Ritual Symbolism** Spring

An introduction to the role of religion, myth, and ritual symbols in culture and society. Why are symbols authoritative and powerful in some circumstances and not in others? What is the role of religious specialists, shamans, spirit-mediums, magicians, gurus, priests and prophets in social and cultural organization? These are the questions around which the course will be organized. This year case material will deal primarily with North American Indians. (SA 101 or permission.) Mr. McCreery

**SA 392 The Family** Spring

The changing position of the American family in society from Colonial days to the year 2000 will be explored. Courtship, engagement, marriage, parenthood and retire-

ment will be viewed as periods in the life cycle of contemporary families which have undergone considerable change since the turn of the century. Although focusing on the American family, comparative material will be introduced to explore "variations" and "universals" in family forms and functions. (SA 102 or permission.) Mr. Fengler

**SA 393 Kinship, Marriage and Politics: Fundamentals of Social Anthropology** Fall
An introduction to theory and method in social anthropology emphasizing the ideas in terms of which anthropologists have analyzed the social organization of tribal and peasant societies and their application to the study of modern societies. The interactions of social structure with politics, law, and ritual will be the principal focus of study. (SA 101, SA 102 or permission.) Mr. McCreery

## *Area Studies*

**SA 321 Native Peoples of North America** Fall
An examination of the aboriginal cultures of North America from the Eskimo in the Arctic to the Aztecs of Mexico and the Maya of Guatemala. The major emphasis is on the conditions of various groups at the time of contact, with special concern for the theoretical and conceptual implications of the data. Some attention will be given to the prehistory and contemporary situation of various groups. Mr. Andrews

**SA 326 Latin American Culture and Society** Spring
An examination of the features that characterize the Latin American cultural area as seen from the anthropological perspective. Although historical data will be considered, the main emphasis is on contemporary Latin America. Particular attention will be paid to urbanization, sub-cultures, social stratification and value orientations. (No prerequisites.) Mr. Andrews

**[SA 332 Peoples and Cultures of Africa]**

**SA 335 Chinese Society and Culture** Spring
This course will be a survey of the principal institutions and ideas which form the background to late imperial and modern Chinese history. It will deal primarily with Chinese families, local communities, and social classes emphasizing the interaction of their economic, political, and religious aspects and changes in them during and after the Communist revolution. Readings for the course will include works of fiction and biography as well as social scientific analysis. (No prerequisites.) Mr. McCreery

**[SA 336 Japanese Society and Culture]**

**SA 343 American Community Studies** Fall
An examination of selected communities and subcommunities within the framework of the folk-urban continuum. The structure of social class, status and power, and the relationship among institutions within the community. Assessment of methodological issues. (SA 101, SA 102 or permission.) Does not satisfy anthropology area course requirement. Mr. Haerle

## *Social Process and Social Problems*

**SA 352 Individual and Society** Fall
A multi-disciplinary approach to man in society. The controversy of heredity vs. environment explored in relation to such areas as sexual identity, aggression and intelligence. Theories and research in social psychology concerned with attitude formation and change. Consideration of a variety of means of behavior control. Mr. Fengler

**[SA 356 Socio-Cultural Change]**

**SA 359 Peasant Society and Culture** Spring

Comparative analysis of contemporary peasant societies and cultures. Examination of the social position of the peasants in the wider society of which they form a part. Study of the distinctive folk traditions and customs of peasant societies. Analysis of the impact of 20th-century political and economic changes on the cultural values and social systems of different types of peasant societies. (SA 101, SA 102, or permission.)

Mr. Andrews

**SA 366 Majority-Minority Relations** Fall

An investigation of prejudice, race and ethnicity as institutionalized social phenomena. Other topics include the collective experiences of hyphenated Americans, the legacies of slavery and the American dilemma. The primary objective is to lend sociological intelligibility to some of the most pressing social problems of our time. Emphasis is on American society but historical and comparative approaches are employed. (SA 102 or permission.) Mr. Nye

**SA 388 Deviance** Spring

An examination of social deviance from what is termed the interactionist perspective. Major divisions of study include the social construction, maintenance and regulation of deviance, deviant subcultures and deviant identity. The substantive focus is on contemporary American society. (SA 101 or 102.) Mr. Nye

**SA 495 Seminar in Sociology-Anthropology** Spring

Offered periodically to allow study of a specific area or subject in Sociology or Anthropology. Topic varies from year to year. (Limited to juniors and seniors.) (Not offered in Fall 1974.) Staff

**SA 500 Advanced Individual Study** Fall, Spring

Open to qualified students, by permission. Staff

**SA 700 Senior Thesis** Fall, Winter

Under the guidance of a faculty member, each senior major will carry out an independent research project, often based on original data. Data must be analyzed and presented in a written report. Due at the end of the Winter Term. (The two course units may be taken during the fall semester; if so, due at the end of the Fall Term.) Staff

# *Spanish and Italian*

## *Spanish*

In its program of studies in Spanish the Department is committed to the twofold aim of developing in its students a full command of the language as well as a mastery of a body of knowledge reflecting the rich contribution of the Hispanic peoples to the world's literature and culture. The early courses concentrate on the rapid and thorough development of the fundamental language skills in preparation for the more advanced courses in language, literature, and culture and civilization. Integrated with the Department's offerings is the Middlebury Program for Juniors in Madrid and the Middlebury Summer Language School of Spanish, including its new Intensive Language Program. Non-majors are encouraged to take advantage of this opportunity to widen their educational horizons by studying in the context of another cultural milieu. In the case of majors, it is the Department's expectation that they will spend at least one semester in residence in Madrid.

*The major* consists of a minimum of ten courses, including SI 301, SI 302, plus six higher courses. Majors are encouraged to supplement their program by selecting, in consultation with the Department, courses from related areas outside their major. For graduation in Spanish, a student will be expected to have a thorough command of the language, to be conversant with the salient periods of Hispanic literature, and to have a broad knowledge of Hispanic culture gained through the experience of courses at Middlebury, study in Spain, and a departmental program of recommended readings.

**SI 101 Intensive Beginning Spanish** Winter

Designed to meet the needs of beginners who want to master, within a very short time, the basic structures and vocabulary of the language. Its basic commitment is to an ordered presentation of all four of the basic language skills: understanding the spoken word, speaking, reading and writing. The unifying factor, however, will be the spoken language, which students will be expected to use exclusively during the course hours. Two approaches to the learning of language skills will be used: one stressing the underlying grammatical patterns of language, and the other, language in its situational context. Classes meet daily for two sessions of approximately one hour and a half each, with types of materials alternated to provide for exposure to the two approaches mentioned. The student's daily course commitment will extend from eight to twelve in the morning plus lunch, which will be taken at Spanish tables with the instructors. (Followed by SI 102.)

Staff

Note: In the past this course has normally been given during the Fall Term, but it is now given instead on an intensive basis during the Winter Term.

**SI 102 Continuing Spanish** Spring

For students who have successfully completed SI 101 in the Winter Term, the course emphasizes the control of basic language skills which are then used in reading and discussing short works by modern Spanish and Spanish American authors. (Normally followed by SI 219.) Mr. Ilgen, Ms. Griswold

**SI 201 Intermediate Spanish** Fall

A course for freshmen and upperclassmen who wish to improve their control of basic language skills. A comprehensive review of grammar is followed by reading and writing exercises based on selected short works by modern Spanish and Spanish American authors. (Followed by SI 202.) Mr. Véguez, Ms. Maura

**SI 202 Intermediate Spanish (Second Semester)** Spring

This course is a continuation of SI 201. Its aim is to give the student a more advanced control of the language through further work in grammar, writing and conversation. Texts will include an advanced grammar and a contemporary Spanish-American novel. (Followed by SI 219.) Ms. Maura

**SI 219 Writing in Spanish** Fall

A middle course in composition for students seeking to perfect their command of written Spanish. The course will consist of weekly written assignments on a variety of topics chosen to increase the student's control of the structures and vocabulary of the language. The course will also include a thorough review of grammar at a fairly advanced level. (Regularly followed by SI 220.) Mr. Ilgen, Ms. Griswold

**SI 220 Spanish Conversation** Winter or Spring

An intermediate course designed to perfect the student's fluency in spoken Spanish through a carefully structured program leading gradually into free conversation on topics of broad general interest. The course is based on a variety of materials, including articles from current Spanish and Spanish American magazines, film strips and other media. (Regularly followed by SI 240.) Mr Véguez

**SI 240 Modern Writers of the Spanish World** Fall, Spring

An advanced language and literature course designed both to further the student's experience of Spanish and Spanish American literature and to perfect skills in literary analysis and critical writing. The work will be based on the reading of a number of outstanding works in prose and poetry. Prose readings will be from the short fiction of such established contemporary figures of Spanish America as Borges Cortázar, Rulfo, Donoso, and García Márquez. Poetry readings will be taken from the works of equally representative figures in modern Spain: Jiménez, Machado, Lorca and Otero. Frequent short critical essays will complement the reading and provide the student with practice in writing. Open to qualified freshmen and upperclassmen. (Followed by SI 301.)

Mr. Ilgen, Mr. Peel, Ms. Griswold

**SI 246 Introduction to Spanish Culture and Civilization** Fall

The course will study important aspects of the development of Spanish culture from ancient times to the present. Representative readings from the works of pertinent writers will be supplemented by related cultural material on slides, tapes, and records. Open to qualified freshmen and upperclassmen. (Regularly followed by SI 301.)

Ms. Maura

**[SI 247 Aspects of Spanish American Culture]** Offered in 1975-76

**SI 301 The Hispanic Tradition in Literature: From the Middle Ages to the Golden Age** Fall, Spring

An introduction to the masterworks of Spanish literature from its inception to the period of its greatest flowering in the 16th and 17th centuries. Reading will include the great medieval epic of the Cid; the traditional ballads or *romances;* representative selections from both the *Don Quijote* and its celebrated precursor, *La Celestina;* the works of the classical Spanish poets of the Renaissance and Baroque (Garcilaso, Fray Luis de León, San Juan de la Cruz, Lope de Vega and Góngora); the first picaresque novel, the *Lazarillo de Tormes;* and *Fuenteovejuna,* a play by Lope de Vega, the prince of the Spanish stage in its greatest period. Mr. Ilgen

**SI 302 The Hispanic Tradition in Literature: From the 18th Century to the Present** Fall, Spring

A reading of representative major works of the period, including the poetry of Bécquer, Darío, Machado and García Lorca, and the prose and drama of such figures as Larra *(Artículos de costumbre),* Zorrilla *(Don Juan Tenorio),* Bécquer *(Rimas y leyendas),* Unamuno *(San Manuel Bueno, Mártir),* Valle-Inclán *(Sonata de otoño),* García Lorca *(La casa de Bernarda Alba),* Ortega y Gasset *(La deshumanizacion del arte),* and Cela *(La familia de Pascual Duarte).* Mr. Véguez

**SI 303 The Hispanic Tradition in Literature: Spanish American letters from the 19th Century to the present.** Spring

The development of Spanish American letters from the early 19th century movements of Independence from Spain to the literature of the present. The works of Sarmiento, Martí, Darío, Mistral, Vallejo, Barrios, Paz, Neruda, Asturias and others will be studied with particular consideration given to their search for a Spanish American identity.

Mr. Véguez

**[SI 305 The Literature of the Spanish Speaking World (In English)]**

**SI 307 Trayectorias de la narrativa española hasta Cervantes** Fall

A study of principal narrative modes in Spanish literature, beginning with early literary prose in selections from medieval texts and following its development into such key genres as the tragicomedy *(La Celestina),* the pastoral *(La Diana),* the chivalric *(Amadís de Gaula),* the picaresque *(Lazarillo de Tormes)* and the short story (Cervantes' *Novelas Ejemplares).* These works will be considered both as literary texts of intrinsic value and as representatives of the major narrative trends which were to become primary resources for the *Quijote.* Ms. Griswold

**[SI 310 The Modern Spanish Novel: The Realist Novel]**

**[SI 311 La novela española actual]**

**SI 312 La Guerra Civil Española en la Literatura** Spring

The Spanish Civil War as revealed through the literary works of Spanish authors (both those who stayed and those who went into exile). Films, slides, and additional readings will be used to examine the conflict as viewed by intellectuals from all parts of the world. Discussions will also focus on the background, causes, and development of the war.

Ms. Maura

**[SI 315 Hispanic Poetry of the Twentieth Century]**

**[SI 320 The Modern Spanish American Novel and Short Story]**

**SI 325 La novela hispanoamericana actual** Fall

An analysis of the Spanish American novel of the last two decades. The many themes and innovations of writers such as Onetti, Carpentier, Rulfo, Fuentes, Cortázar, García Márquez, Vargas Llosa, and Donoso are explored in detail. Mr. Peel

**[SI 330 Contemporary Latin American Fiction (In English)]**

**[SI 333 El teatro moderno en Hispanoamérica]**

**SI 410 Cervantes y el *Don Quijote*** Spring

A reading of Cervantes' immortal novel in the context of life and letters in the Golden Age of Spain. Mr. Ilgen

**SI 415 La comedia española del Siglo de Oro** Spring

A study of the Spanish national theater during the Golden Age, from its origins through its later development by Lope de Vega, Tirso de Molina, Ruiz de Alarcón, Mira de Amezcua, and Calderón de la Barca. Special attention will be given to the dynamics of individual plays as dramatic as well as literary structures, and to major themes and preoccupations of Golden Age drama as a whole. Ms. Griswold

**SI 437 Literatura y revolución** Fall

A study of literature and its relationship with society, particularly revolutionary Spanish American societies. The cases of Mexico and Argentina will first be considered; Cuba will then be examined with special attention given to the historical, social and cultural circumstances which make it unique. Cuban materials will include the writings of José Martí as well as those of later writers whose works bridge the period before and after the revolution (Guillén, Carpentier, Piñera).Particular attention will be given also to the influence of the thought of Marx, Castro and Guevara on the works of such contemporary figures as Cabrera Infante, Desnoes, Padilla and a number of other writers of today's Cuba. Mr. Véguez

**SI 420, SI 440 Seminars:** Seminars are offered in a wide range of topics, varying from year to year. They include the following: *La literatura de la España medieval; Hispanoamérica: época colonial; Romanticismo, realismo y naturalismo en España; El teatro moderno en España; La poesía hispanoamericana del siglo XX; La poesia hispanoamericana del siglo XX; La poesía de Pablo Neruda; Federico García Lorca; Readings in the History of the Spanish Language; The Structure of Modern Spanish.* The department encourages suggestions from students for other topics, and will attempt to arrange seminars for which there is sufficient interest. Plans must be made no later than the beginning of the preceding fall or spring term.

**SI 500 Independent Study** Fall, Spring

The department will consider requests by qualified juniors and seniors to engage in independent work.

## *Italian*

*The major in Italian Literature and Civilization* consists of three parts: courses taken on campus during the regular academic year, courses taken at the Italian Summer School, and the Junior Year program of study in Florence. Candidates must complete SI 252 or a higher level course by the end of sophomore year. It is recommended that they take courses, offered on campus, in such related fields as Art, History and Music. At the Italian Summer School, which they will be expected to attend during the sophomore-junior summer, they will enroll in a Grammar and Composition course at the intermediate level, and will take one literature course. During Junior Year in Florence they will enroll in four courses: a course in Stylistics and one literature course (both commissioned specifically for Middlebury College), and two courses at the University of Florence, in such areas as literature, linguistics, art, and music.

**SI 151 Elementary Italian** Fall

Training in pronunciation; vocabulary building; a study of the fundamentals of grammar and syntax; pattern drills; readings. Laboratory exercises are an integral part of the course. Five class meetings per week (two in lecture sections, three in drill sections). Mr. Castiglione, Mrs. Castiglione

**SI 152 Beginners' Italian** Spring

A review and application of the basic principles presented during the first semester. Readings, compositions, reports, laboratory assignments. Five class meetings per week (two lectures, three drill sections). Mr. Castiglione, Mrs. Castiglione

**SI 251 Intermediate Italian** Fall

A thorough review of the structure of the language, combined with the reading of selections from contemporary Italian prose. Compositions, oral reports. Mr. Castiglione

**SI 252 Advanced Italian** Spring

Reading of works by modern and contemporary Italian authors. Discussions, compositions. Mr. Castiglione

**SI 351 Introduction to Literature** Fall

The aim is to acquaint the student, through classroom discussions and oral reports on representative works, with the principal currents and authors of Italian literature. The first semester will be devoted to the study of the development of Italian literature from the Sicilian school to the Renaissance. Mr. Castiglione

**SI 352 Introduction to Literature** Spring

The aim is to acquaint the student, through classroom discussions and oral reports, with the principal currents and authors of Italian literature from the 16th century to the present. Mr. Castiglione

**[SI 353 Contemporary Italian Prose]** Offered in 1975-76

**SI 354 Contemporary Italian Prose** Spring

A study of representative Italian prose writers, from World War II to the present. Authors studied will include Pavese, Vittorini, Calvino, Pratolini, Bassani, and Sciascia. Mrs. Castiglione

**SI 355 The Dawn of the Italian Renaissance** Fall

Almost one thousand years ago there appeared in the Italian peninsula the signs of a new life, which marked the beginning of Italian civilization and came to full maturity—in language, literature, and the arts—in the 13th and 14th centuries. Against the background of the major political, social and economic changes, the works of Dante and, to a lesser extent, those of Petrarch and Boccaccio, will be studied. Discussions in English; readings in English or Italian, depending on students' language preparation.

Mr. Castiglione, Mrs. Castiglione

**SI 550 Advanced Studies in Language and Literature** Fall, Spring

Mr. Castiglione

See also Division of Foreign Languages

# *Teacher Education Program*

The Teacher Education Program, which is not a major, offers students opportunities to study educational issues and to prepare themselves as elementary or secondary school teachers. Upon graduation, students who have completed one of the programs described below and who are judged capable of fulfilling a public school teacher's responsibilities are certified to teach in the State of Vermont, whose certificate is recognized by the following states:

| | | |
|---|---|---|
| Alaska | Maine | Pennsylvania |
| California | Maryland | Rhode Island |
| Connecticut | Massachusetts | South Carolina |
| Delaware | Minnesota | South Dakota |
| Florida | New Hampshire | Utah |
| Hawaii | New Jersey | Vermont |
| Idaho | New York | Virginia |
| Indiana | North Carolina | Washington |
| Iowa | Ohio | West Virginia |
| Kentucky | Oklahoma | Wisconsin |

The "initial professional certificate," granted by the State of Vermont to graduates who have successfully completed the Teacher Education Program, is probationary in nature. At the end of the first year, if the holder is teaching in Vermont or is a legal resident of Vermont, (s)he may renew the certificate through the State Department of Education. The certificate will not be renewed by Vermont except in these cases. Holders of the initial Vermont certificate who are teaching in another state must qualify for a regular professional certificate according to the requirements of that state.

Students interested in earning teacher certification should notify the Teacher Education office of their interest as early as they can, preferably by the spring of sophomore year. Planning ahead will avoid conflicts later on. Students should plan on devoting a full term (4 credits) to their practice teaching and their study of teaching methods.

Students normally undertake the following studies toward certification:

**For elementary certification (K-6):**

1) A one-term course on the methods and materials of teaching reading and mathematics at the elementary level (TE 305).
2) One term of college science or advanced placement in science.
3) One term course in the foundations of education (See description below).
4) An Internship, working with elementary students (See description below).
5) Problems and Methods of Education-Elementary (TE 404) and Practice Teaching Elementary (TE 405-406-407).

**For secondary certification (7-12):**

1) A major or its equivalent in a discipline which coincides with a subject taught widely in public secondary schools. The following majors do *not* coincide with subjects taught widely in public secondary schools; students who intend to major in these areas and to seek secondary certification should speak with Director of Teacher Education as early as possible in their college careers: Anthropology; Art History; Economics; Geography; Greek; Philosophy; Psychology; Religion; Sociology.
2) A one-term course in the foundations of education (See description below).
3) An Internship, working with secondary students (See description below).
4) Problems and Methods of Education-Secondary (TE 414) and Practice Teaching-Secondary (TE 415-416-417).

**The Internship Requirement:** (Freshmen, Sophomores, and Juniors)

1) may, but need not, be done in the Winter, and may, but need not, be done for academic credit. It must, however, be the equivalent of a Winter Term project in time and commitment, between 75 and 100 hours of work.
2) may, but need not, be done in an academic setting. In whatever setting it is done, it must be analogous to academic teaching in these respects:
   a) it must be part of an organized, supervised program;
   b) the intern must state in advance precisely what his goals are for the children he will work with;
   c) the intern must work with children in groups and the children must be roughly of the age level at which the Intern eventually intends to do practice teaching;
   d) there must be provisions for feedback from the children;
   e) the intern must evaluate the progress of the children, and be evaluated himself by an on-site supervisor.
3) must be done while one is in college.

* * * * * *

**The Foundations Requirement:** (Freshmen, Sophomores, and Juniors) can be fulfilled by any of the following courses:

**TE 213 Great Questionable Ideas on Education** Spring

A close reading and discussion of key writings on education, including some by Plato, Rousseau, Froebel, Montessori, Dewey, and Piaget. From Piaget should come some notion of "the empirical child," from the others one or another version of "the theoretical child." The two "children" are remotely related. The aim of the course is to enable participants to draw some reasoned conclusions about the value and the limitations—as well as the inevitability—of approaching education from the standpoint of a pre-established theory.

Mr. Jimenez

**PY 225 Development Psychology** Spring
(PY 105.) Mr. Prouty

**PY 226 Psychology in Clinical and Educational Contexts** Fall
(PY105.) Mr. Ewell

**PA 210 Philosophy of Education** Spring
Mr. O'Brien

**[SA 315 Sociology of Education]**

Students are reminded that the foundations requirement can also be met by taking an appropriate Winter Term course, or by an appropriate 500 project approved by a member of an academic department or by the Director of Teacher Education.

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**The Reading and Mathematics Requirement:** (Elementary only: Juniors; Sophomores with special permission.)

**TE 305 Methods of Teaching Elementary Mathematics and Reading** Fall

Two six-week seminars: one on the materials and methods of elementary mathematics, the other on the problems encountered in the teaching of reading.

Mr. Callahan, Mr. Doyle

**The Problems and Methods and Practice Teaching Requirements:** (Seniors; Juniors with special permission.)

Students interested in applying for Problems and Methods and for Practice Teaching should obtain the application forms from the Teacher Education Office. Applications are normally made near the middle of Spring Term for either term of the following school year. Students who will be abroad during the Spring Term prior to the desired time of Practice Teaching should contact the Teacher Education Office before their term abroad.

Students accepted for Practice Teaching should register for four courses in the same term, as follows:

| | Problems & Methods | Practice Teaching |
|---|---|---|
| Elementary: | TE 404 | TE 405-406-407 |
| Secondary: | TE 414 | TE 415-416-417 |

Language majors accepted for secondary Practice Teaching are encouraged to take FL 400 instead of TE 414 to fulfill the Problems & Methods requirement.

Descriptions of the above courses are as follows:

**TE 404 Problems and Methods of Education—Elementary** Fall, Spring

Lectures, discussion and readings pertinent to the general background, current trends, problems and methods of contemporary elementary education. Includes observation and teacher aide work at the local elementary schools. Taught concurrently with TE 405-406-407. Staff

**TE 405-406-407 Practice Teaching—Elementary (K-6)** Fall, Spring

A triple course in which each student teaches every day at a single grade level in a local elementary school and gradually shares responsibility for the activities of the classroom. Master teachers and college Supervisors of Student Teaching meet regularly with each student teacher to plan and evaluate his teaching. All students meet with the Supervisor of Student Teaching in a weekly seminar to study issues in elementary school teaching in light of their observations and experiences in the local schools. Staff

**TE 414 Problems and Methods of Education—Secondary** Fall, Spring

Particular attention will be given to the aims of secondary education, the design of a curriculum, organization of schools and classrooms, the nature of adolescents, and the importance of teaching methods. Each student will observe classes at the secondary level, write analytical papers, and design a teaching unit in the subject he intends to teach. Taught concurrently with 415-416-417. Mr. Jimenez & Staff

**FL 400 Language Learning: Theory and Practice** (Language majors only)

See description under Foreign Languages

**TE 415-416-417 Practice Teaching—Secondary (7-12)** Fall, Spring

A triple course in which, after observing classes, each student every day teaches three or four classes at local secondary schools and gradually shares most of the duties of his master teacher. Each student also participates in some of the co-curricular activities of his school and writes plans and evaluations of his teaching. Student teachers work under the close supervision of their master teachers and the Supervisors of Student Teaching. The principal purposes of this course are to help each student teacher develop criteria for evaluating his performance, to test his theories of teaching and learning and his ideas about the curriculum, and under the guidance of experienced teachers to begin to develop his own style of teaching. Mrs. Thurber, Mr. Boucher

# *Program of Military Science*

The objective of a Senior Division Army Reserve Officers' Training Corps (ROTC) unit, organized under the provisions of the National Defense Act of 1916 and amendments thereto, is to provide a program which will attract, motivate, and prepare selected students with potential to serve as commissioned officers in the Army Reserve or Regular Army. The ROTC curriculum at Middlebury provides a flexible program of instruction designed to complement the student's civilian goal of acquiring a baccalaureate degree in a course of study of his choosing by enabling him to develop those attitudes and qualities that will facilitate transition to military service. The program includes a two-year basic course offered during freshman and sophomore years, and a two-year advanced course offered during junior and senior years. Credit for previous active duty military service and ROTC training will be granted in accordance with current Department of the Army regulations. Uniforms, books, and equipment are furnished by Department of the Army at no cost to the student.

## *The Basic Course*

**MS 11 Freshman Basic (Military Science I)** Fall
Fundamentals of Military Leadership and Management (one hour each week) and Leadership Laboratory (six hours per semester). (Voluntarily enroll in freshman year.)
ROTC Staff

**MS 12 Freshman Basic (Military Science I)** Spring
Fundamentals of Military Leadership and Management (one hour each week) and Leadership Laboratory (six hours per semester). (MS 11 or permission). ROTC Staff

**MS 21 Sophomore Basic (Military Science II)** Fall
Applied Military Leadership and Management (two hours each week) and Leadership Laboratory (six hours per semester). (MS 11, MS 12 or permission.)
ROTC Staff

**MS 22 Sophomore Basic (Military Science II)** Spring
Applied Military Leadership and Management (two hours each week) and Leadership Laboratory (six hours per semester). (MS 11, MS 12, MS 21.) ROTC Staff

## *The Advanced Course*

Students enrolled in the advanced course will receive a subsistence allowance of $100.00 per month. Department of the Army also purchases for each advanced course student a regulation Army Officer uniform. This is worn during leadership laboratory and is retained by the student upon his graduation.

Attendance at one advanced summer camp of six weeks duration is mandatory. During attendance the student is paid $293.05 per month. Mileage rate is paid from home of record in Continental United States to camp and return. Students will attend camp between their junior and senior years, but deferment to the next summer may be made, for a cogent reason, when approved by the DMS.

The ROTC student is given a general military science course which does not emphasize any one branch of the Army. Prior to commissioning, assignment to a branch will be made based on existing Army quotas and the individual's desires and capabilities.

Students who enroll in the Advanced Course must agree to complete ROTC training, unless circumstances beyond their control make it impossible to do so. Students must agree to accept a commission, if it is offered, and to serve on active duty in the Army for a period of two years.

Commissioning Requirements. Once a student is enrolled in the Advanced Course, he must satisfactorily complete the following to be eligible for a commission as a Second Lieutenant:

a. Education: Receive a baccalaureate degree.
b. Military Training: (1) Complete all military courses for the Senior Division ROTC; (2) Complete ROTC Advanced Summer Camp; (3) Be recommended for appointment by the President of the College and the Director of Military Science.

Upon successful completion of the above requirements, the student is commissioned as a Second Lieutenant, U.S. Army Reserve. Outstanding military students are eligible for a direct commission in the Regular Army upon graduation. Graduates then report to active duty within the first twelve months following their commissioning. Those who desire to attend graduate school may be deferred from active duty for the duration of their graduate study, but not to exceed 24 months. Exceptions to this policy will be granted to students pursuing advanced study in the healing arts, ministry and the legal profession.

**MS 31 First Year Advanced Course (Military Science III)** Fall
Advanced Leadership and Management (two hours each week) and Leadership Laboratory (six hours per semester). (MS 11, MS 12, MS 21, MS 22 or served on active duty in the Armed Forces for one year, or successfully complete a six-week basic summer camp prior to the junior year of college, and be selected by the DMS.) ROTC Staff

**MS 32 First Year Advanced Course (Military Science III)** Spring
Advanced Leadership and Management (two hours each week) and Leadership Laboratory (six hours per semester). (MS 31.) ROTC Staff

**MS 41 Second Year Advanced Course (Military Science IV)** Fall
Theory and Dynamics of the Military Team and Military Leadership and Management (two hours each week) and Leadership Laboratory (six hours per semester). (MS 31, MS 32.) ROTC Staff

**MS 42 Second Year Advanced Course (Military Science IV)** Spring
Theory and Dynamics of the Military Team and Military Leadership and Management (two hours each week) and Leadership Laboratory (six hours per semester). (MS 41.) ROTC Staff

ROTC Flight Program. This program is available to selected cadets in their senior year at no cost to the cadet. The student is given 35 hours of ground school and 36 hours of flight instruction. Successful completion of this program qualifies the individual for a Federal Aviation Agency Private Pilot's License.

# Facilities

## THE EGBERT STARR LIBRARY

The building was erected in 1900 with funds bequeathed by Egbert Starr; its capacity was doubled in 1925, with the addition of two wings given by his son, Dr. M. Allen Starr. The work of remodeling of the main building and adding new wings was completed in 1962.

The Library plays a central role in the academic life of the College by providing materials and services to support the teaching and research needs of students and faculty. Its collection which contains approximately 300,000 volumes is available in open stacks, seven days a week. The growing periodical collection includes current subscriptions to more than 1,400 journals. Extensive files of American and foreign periodicals and newspapers dating back to the early 18th century are preserved on microfilm.

The Music Library, located in Johnson Memorial Building containing monographs, recordings and scores, provides facilities for listening and study. Books and periodicals relating to the sciences are housed in the Science Center.

Middlebury cooperates with other libraries through a teletype network and is a member of the New England Library Information Network (NELINET) a system devoted to computer-assisted bibliographic services.

The Abernethy Library, a special collection of American literature, is built around the nucleus of books and manuscripts bequeathed in 1923 by Dr. Julian W. Abernethy. It now contains over 10,000 volumes, chiefly in first edition, many of them rare, and about 1,000 manuscripts, mostly autographed letters of American authors. Especially strong are the materials relating to Thoreau, Emerson, and other Concord writers. Frank D. Abernethy, brother of the first donor, furnished a room where the collection is housed and where it is available to all students, faculty, and qualified visitors.

A part of the Abernethy Library, the Robert Frost Room has 300 volumes of Frost's books and books on Frost, most of them autographed. In addition, chiefly through the efforts of Mrs. Corinne Tennyson Davis, the collection includes about 2,800 items of such Frostiana as pamphlets and periodicals containing the poet's work, book reviews, news items, photographs, college bulletins, sheet music of his poetry, tape and disc recordings, and original manuscripts.

Special library collections also include early Vermont imprints, materials relating to Vermont, to Middlebury, and to Middlebury College, incunabula, and rare books and manuscripts in various subject fields. The Special Collections of the Starr Library are open during regular hours to all interested and qualified users.

A collection unique in its field is the Helen Hartness Flanders Ballad Collection of over 9,500 New England items, including Child Ballads, ballads and folk songs of British and American origin, religious songs, fiddle-tunes and call-sets which have been recovered through oral transmission. There are about 4,400 mechanical recordings. Its library contains rare books, broadsides, chap-books, manuscripts, books on folklore as well as American and British regional collections and current folk song journals.

## COMPUTER FACILITY

In early 1975 the College plans to acquire a PDP-11/45 computer for academic use. The computer operates primarily in the timesharing mode, using the RSTS/E operating system

which supports a powerful extension of the BASIC language. Although the hardware will be new, the concept of interactive computing integrated into the curriculum is not new for the College. As early as 1966 departments in the Social and Natural Sciences began making use of the computer in their courses with consoles on line to a remote computer. Today it is used as a tool for statistical analysis, for simulation, and for processing of laboratory data. In many areas such as contemporary political and social analysis, the ability to analyze data of current interest has given a new excitement and relevance to course work. These courses are complemented by regularly offered introductory courses in computer programming and applications. For those students wishing more advanced work, Winter Term and Independent Study projects offer excellent opportunity.

## BUILDINGS

**Adirondack House** (1909) houses offices of the Military Science Program, the Placement Office, and the Black Cultural Center.

**Administration Building** (1836). The Old Chapel, built of grey limestone and for years used as the chief recitation hall, was completely remodeled in 1941 and turned over to administrative offices. Here are located the Old Chapel Room and the offices of the President, Vice Presidents, the Treasurer, the Deans, the Comptroller, and other administrative officers.

**Allen Hall** (1963) is constructed of slate from Fair Haven, the home for many years of Cecile Child Allen '01, in whose memory it is named. It houses seventy students.

**Battell Halls** (1950 and 1955) are located on the approach to the Chateau and east of Pearsons Hall. They are constructed of grey limestone and house two hundred and fifty students.

**Bread Loaf Campus.** Located twelve miles to the east of the Town of Middlebury, this extensive tract of land and group of buildings, comprised of an inn and surrounding cottages, was willed to the College in 1915 by Colonel Joseph Battell; and has since been augmented by the construction of a library, a little theatre, and other housing accommodations.

**Carr Hall** (1951), located on College Street east of Forest Hall, is a two-story limestone building constructed in memory of Reid Langdon Carr '01, a former Trustee. Used for the Fine Arts for nearly twenty years, it was converted in 1968 to use as a College Infirmary.

**The Chateau** (1925). Middlebury College was a pioneer in the plan of the separate language house, where the residents use the foreign language exclusively while in the building. The Chateau is one of the oldest and still the largest "maison francaise" in the United States. Its architecture was inspired by the Pavillon Henri IV of the palace of Fontainbleau. The Chateau contains a large salon and a Salon Louis XVI with authentic panels from the Hotel Crillon in Paris and furnishings of the period, a library, classrooms, offices, a dining room and rooms for forty-eight students.

**Cook Society** (1970), named after Reginald C. "Doc" Cook '24, Litt.D. '60, one of Middlebury's most distinguished faculty members who served on the faculty for forty years and as Director of the Bread Loaf School of English from 1946 to 1964. The Cook Society is one of three new student society buildings which bring together the academic, dining and social programs of the College.

**Charles A. Dana Auditorium,** completed in September 1965, and named in honor of Mr. Dana, benefactor of the College is a fine modern 270-place amphitheatre. Functioning as a part of the Sunderland Language Center, and connected with its electronic studios, it is used not only by the Language Schools, but by the whole College for concerts, lectures and other academic and cultural meetings.

**The Deanery and the Faculty House.** The acquisition and restoration of these two brick

buildings adjoining the campus, built about the time of the founding of the College, was made possible in 1966 by the gifts of an anonymous donor interested in restoring and preserving outstanding specimens of early American architecture. The Deanery is a residence for eight German speaking students. The Faculty House provides housing accommodations for members of the faculty and staff.

**Forest Hall** (1936) is a dormitory constructed of grey limestone and containing sixty-three suites of two rooms and connecting lavatory, attractive reception rooms and dining rooms. It was built with funds derived from the sale of a large acreage of mountain forest to the federal government.

**Freeman Society** (1970), named after Stephen A. Freeman, Litt. D, a faculty member and member of the Middlebury staff for over forty-five years, Director of the Summer Language Schools from 1946 to 1970, and Vice President from 1943 to 1963. The Freeman Society is one of three new student societies which brings together the academic, dining, and social programs of the College.

**Robert Frost Memorial.** The cabin and other buildings which Mr. Frost used as his summer home in Ripton, adjoining the Bread Loaf Campus and known as the Homer Noble Farm, were acquired by the College in 1966 through the gift of a generous benefactor.

**Gifford Hall** (1940), a five-story grey limestone dormitory overlooking the campus, was the memorial gift of the late Mrs. James M. Gifford, widow of a long-time Trustee of the College, housing one hundred fifty-eight students.

**Hadley Hall** (1969), named after Egbert C. Hadley '10 LL.D. '68 who served on the Board of Trustees for over thirty years, twenty-four as Chairman of the Board and who traces back a virtually continuous line of Trustees associated with his family from Thomas Abbott Merrill who joined the Board in 1806 after being a tutor at the College in 1804-05 through Peter Starr (member of the Board 1819-1860), Charles J. Starr (member of the Board 1855-1893), and M. Allen Starr (member of the Board 1898-1932). Hadley Hall is a residence for one hundred, thirty-two students located on a high ridge beyond Pearsons with magnificent views of the Adirondacks and the Green Mountains.

**Hamlin Society** (1970), named after Cyrus Hamlin, President of the College from 1880 to 1885 and under whose administration women were first admitted to Middlebury. The Hamlin Society is one of three new student societies that bring together the academic, dining, and social programs of the College.

**Hepburn Hall** (1916), the gift of A. Barton Hepburn, '71, is a five-story dormitory for one hundred, thirty-nine students, constructed of grey brick on one of the highest points of the campus. It was completely renovated and remodeled in 1958-59.

**Christian A. Johnson Memorial Building** (1968). The gift of the Christian A. Johnson Endeavor Foundation, presented by Mrs. Johnson in memory of her husband, expresses in its handsome and generous architecture Middlebury's deep commitment to the programs in Art and Music which are located in the building. A large recital hall, the Johnson Gallery for exhibits of art, studios for painting, design, graphics and sculpture, practice rooms for instrument and voice as well as a library and classroom facilities ring the great three-story exhibition hall. The building is located on the site of the former music studios south of Wright Theatre.

**Kelly Hall,** a residence hall for seventy-seven students, located on the western edge of the campus and commanding a superb view of both the Adirondacks and the Green Mountains. Kelly Hall is named after Elizabeth Baker Kelly, L.H.D. '70, who served in the Administration from 1946 to her retirement in 1970—most of that time as Dean of Women.

**Lang Hall,** named after Fred P. Lang '17, LL.D. 71, Trustee of Middlebury College since

1940. "Ted" Lang has served his alma mater in rolls ranging from football lineman to Treasurer over a span of fifty years. Lang Hall, on the western ridge of the campus, was opened for Summer School 1971 and accommodates sixty-one students.

**Mead Memorial Chapel** (1916). This colonial white marble structure of the New England meeting house type, the gift of John A. Mead, '64, stands on the highest eminence of the campus, and the light which shines nightly from its spire is a county landmark. Across its facade are chiseled the words "The Strength of the Hills Is His Also." The chancel has accommodations for a vested student choir and contains a new pipe organ. In the tower is a carillon of eleven bells which are played daily by a student while the College is in session. The small Sunderland Memorial Chapel is used for private devotion and special services.

**Milliken Hall** (1969), named after the late Gertrude Cornish Milliken, '01, Ed.D. '47 who was the first woman to serve on the Board of Trustees of the College. Located on a high ridge north of Pearsons Hall with a commanding view along the Champlain Valley, is a residence for one hundred-eleven students.

**Munroe Hall** (1941). Many of the departments have their classrooms and offices in Munroe Hall, the gift of the late Charles A. Munroe, '96, a former Trustee. The interior is modern while the exterior of grey limestone and marble trim conforms with the general colonial architecture of the older buildings.

**The Observatory** (1937) has a revolving dome and a mounted machine-driven Newtonian type 12-inch reflecting telescope, which maintains an unobstructed view of the skies.

**Painter Hall** (1815) is the oldest college building in Vermont and a fine example of sturdy New England architecture. It bears the name of a founder and first benefactor of the College. Completely remodeled in 1936, it is a dormitory housing sixty-five students.

**Pearsons Hall** (1911), a marble building of colonial design which commands a view of both the Adirondacks and the Green Mountains, is a dormitory for seventy students.

**Porter Hospital** (1925) is a fireproof brick building with a beautiful view of the Green Mountains, the gift of William H. Porter to the College, for use by the College and the residents of Addison County. In 1960 the building was completely renovated and a substantial wing was added. The Hospital has a 47 bed capacity, modern equipment, graduate nurses always on duty, resident surgeons, and the College physician and others on call.

**Redfield Proctor Hall** (1960), named in honor of the late Governor Redfield Proctor, Trustee and benefactor of the College, is the Dining Hall—Student Center. It contains student lounges and offices, a Bookstore, the College Radio Station, Offices of the Chaplain, Director of Food Service, and other facilities. The large dining room, accommodating four hundred students by counter-buffet service, permits the entire freshman class, both men and women, to eat together during their first year in College.

**Ross Lounge,** connecting Hadley and Milliken Halls, is named in honor of the late Eleanor S. Ross '95, Dean of Women from 1916 to 1944.

**Science Center** (1968). Located on the lower campus below Warner Hall, the Science Center houses the departments of Chemistry, Biology, Geology and Physics.

**The Service Building and Heating Plant.** Originally constructed in 1912, the Heating Plant has been increased in capacity to generate steam for distribution to all main campus buildings. The Service Building has quarters for administrative and shop operations. The offices of Assistant Treasurer and Budget Director, Business Manager, and the departments of Personnel, Purchasing, and Buildings and Grounds are located here.

**Starr Hall** (1861) was erected to complete "Old Stone Row"—Painter, Old Chapel, and Starr—and was rebuilt four years later after a fire. It was completely remodeled in 1946 and is a dormitory housing sixty-eight students.

**Starr Library** (1900), including also the Abernethy Library and other collections, is described on page 107.

**Neil Starr Shelter** (1963) is described on page 112.

**Stewart Hall** (1956) is a modern dormitory of Vermont limestone containing accommodations for one hundred and fifty-two students in double rooms and an apartment for a resident. Located on the upper campus south of Hepburn Hall, it enjoys views of both the Green Mountains and the Adirondacks. It is named in recognition of the Stewart family's long history of service to Middlebury College.

**Sunderland Language Center,** completed in September 1965, and named in honor of the late Edwin S. S. Sunderland,'11, Trustee and benefactor of the College, is the headquarters with offices of the Foreign Language Division and the Language Schools. Its modern audio-visual classrooms and the Freeman Laboratory comprising recording and transmission studios, connecting with 63 library-type cubicles equipped with the latest devices for individual language study make this the finest Language Center in the country.

**Voter Hall** (1913), named after the late Perley C. Voter for many years Professor of Chemistry at the College. Voter Hall after extensive reconstruction in 1970 serves as a residence hall for fifty-eight students, with Registrar's Office and Data Processing on ground level.

**Warner Science Hall** (1901) houses the lecture rooms, laboratories, and offices for Psychology, Geography and Mathematics. It was built through the benefactions of Ezra J. Warner, 1861, as a memorial to his father, once a Trustee of the College. A modern greenhouse has been added to the equipment for the courses in botany.

**The Emma Willard House** (acquired in 1959), where Emma Hart Willard established her Female Seminary in 1914, is occupied by the offices of the Directors of Admissions and Financial Aid.

**Wright Memorial Theatre** (1958), the drama and speech center, includes a 400-seat auditorium, a drama workshop, rehearsal rooms, debate rooms, classrooms and faculty offices. The building is named to honor Charles Baker Wright, Professor of Rhetoric and English Literature at Middlebury from 1885 to 1920.

## ATHLETIC FACILITIES

**The World War II Memorial Field House** (1949) is a building 400 feet by 120 feet, located on South Main Street. Adjacent are Paris Fletcher Field House and Porter Field, Wilson Field, and the Fred D. Lang Memorial Field. Accommodations in this building provide for large assemblies, dances, an indoor skating rink with artificial ice, regulation and practice basketball courts, badminton, tennis, and volley ball courts, offices for members of the departments of Physical Education for men and for women, shower and locker rooms for men and women students, and other facilities.

**Paris Fletcher Field House** (1974). Immediately adjoining Memorial Field House, this building providing an unbroken span of 42,250 square feet of playing and exercise space, is named in honor of Paris Fletcher '24, an emeritus member of the Board of Trustees. Basically a covered playing field, it serves a wide variety of coeducational uses, for physical education classes and recreational, intramural, and intercollegiate sports, including indoor track. The building contains one double and six single squash courts.

Beyond Paris Fletcher Field House is the **Middlebury College Golf Course,** a nine-hole course owned and operated by the College, currently being expanded to eighteen holes.

**The Porter Athletic Field** of about eighty acres contains a quarter-mile cinder track, a baseball diamond, the football field, practice fields, and bleachers. The Fred Davis Lang Memorial Field, situated east of the Memorial Field House, consists of approximately four acres of playing fields available for intramural sports. The Wilson Field, given by the late Colonel Joseph A. Wilson '16, is used for soccer and lacrosse contests. The campus also has

a large playing area for women's outdoor sports, field hockey, lacrosse, softball and golf practice. Sixteen outdoor tennis courts are located on the main campus and three at Bread Loaf.

The mountain campus includes the **Middlebury College Snow Bowl** containing a 4200-foot double chair lift, three Poma ski lifts, fourteen slalom and downhill trails and slopes, and three jumps. The 3200-foot Poma lift was the first installed by any college and the 55-meter Gignac Memorial Jump is the largest collegiate jump in the country. The **Neil Starr Shelter,** which serves as a base building, contains first aid and food service facilities, and a library reading room. Its glass-walled main floor, balcony, and terrace afford a magnificent view of the lifts, slopes, and jumps. Cross country ski trails connect the Snow Bowl with the Bread Loaf Campus, where a 15-kilometer racing trail is maintained.

**McCullough Gymnasium** (1912) is of marble in colonial style and contains facilities for squash and handball, dance, and other indoor activities. Offices, lecture room, lounge, and swimming pool, and locker rooms are included.

**The Arthur M. Brown Swimming Pool** (1963), meeting N.C.A.A. competition requirements, is for the use of the entire College. It was added to the McCullough Gymnasium through the generosity of Mr. and Mrs. John Kruesi and a bequest of Malcolm T. Anderson, '25, and is named for Arthur M. Brown, Director of Athletics from 1918 to 1956.

# Development Program

The long range Development Program, inaugurated in 1954, seeks the additional funds necessary to provide increased teaching resources and academic facilities required to sustain Middlebury's educational objectives.

Instructional plant needs require funds for the development of the library, a computation center and for renovation of older academic buildings. Currently pressing is the need for a Performing Arts Center.

Major attention is being given to the need for increased endowment. Gifts and bequests particularly helpful would be directed in support of language programs, for support of an improved faculty study and research leave program, for library and fine arts acquisitions, and for scholarships.

The endowment of a professorship is one of the finest and most rewarding contributions that can be made to a college. Necessary funds for such an endowment would range from $500,000 to $750,000. The endowed professorships currently established at Middlebury and the dates of their founding are as follows:

The Burr Professorship of Chemistry and Natural History (1829)
The John C. Baldwin Professorship of Mathematics and Natural Philosophy (1866)
The Levi P. Morton Professorship of Latin and French (1886-87)
The Beman Professorship of Mathematics (1893)
The James B. Jermain Professorship of Political Economy (1901)
The A. Barton Hepburn Women's Professorship (1908)
The George Nye and Anne Walker Boardman Professorship of Mental and Moral Science (1908)
The Paige-Wright Professorship of Economics (1913)
The Fletcher D. Proctor Professorship of American History (1918)
The Henry Norman Hudson Professorship of English (1920)
The A. Barton Hepburn Professorship of Economics (1922)
The John C. McCullough Professorship of Chemistry (1924)
The Julian W. Abernethy Professorship of American Literature (1933)
The Albert D. Mead Professorship of Biology (1949)
The George Adams Ellis Professorship of Liberal Arts (1956)
The Jean Thomson Fulton Professorships of Modern Languages and Literature (1963)
The Irene Heinz and John La Porte Given Professorship in Pre-medical Sciences (1966)
The Charles A. Dana Professorships (1966)
The Philip Battell Stewart and Sarah Frances Cowles Stewart Professorship (1970)

The Administration will be happy to discuss any of its future plans with friends of the College. Forms for gifts and bequests for endowment, general, and specific purposes are as follows:

## FORMS FOR GIFTS AND BEQUESTS

The corporate title of Middlebury College is "The President and Fellows of Middlebury College."

The following forms are suggested:

GENERAL: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of . . . . . for the uses and purposes of said Corporation."*

ENDOWMENT *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of . . . . . to be added to the General Endowment of the said Corporation."*

FOR A SPECIFIC PURPOSE: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of . . . . . to be known as the . . . . . Fund, the principal to be invested and reinvested in its discretion, and the income therefrom to be used for the purposes of . . . . . If at any time, in the judgment of the Trustees of the said Corporation, the need of income for such purpose no longer exists, the Trustees of the said Corporation shall be, and hereby are, authorized to use the income from the Fund for such purpose as shall in their judgment promote the interests of the College."*

Middlebury College is accredited by the New England Association of Colleges and Secondary Schools, and the Vermont State Department of Education.

The New England Association of Colleges and Secondary Schools accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Colleges support the efforts of public school and community officials to have their secondary school meet the standards of membership.

# College Regulations and Services

The College furnishes each entering student with a copy of the *Middlebury College Handbook* containing detailed information regarding policies and regulations for enrollment, attendance, scholarship, examinations, athletics, and student activities. All students are responsible for a knowledge of and compliance with College regulations.

The College reserves the right to exclude at any time students whose conduct or academic standing it regards as undesirable, without assigning any further reason therefore. In such cases, the fees which are due or which may have been paid in advance will not be refunded or remitted, in whole or in part, and neither the College nor any of its officers shall be under any liability whatsoever for such exclusion.

**Grades.** Reports of standing are made to the Registrar by the instructors at the end of each term. Faculty members do not give out final course grades.

Students are responsible for keeping parents correctly and currently informed of their standing and progress in college. Final grades and notices of academic probation, and second course warnings, are sent to parents.

The Dean of Students will consider any special curricular problems of veterans and grant waivers to the usual requirements when circumstances involve such factors as health, extended interruption of education, and family responsibilities.

**Transfer of Credit.** Students wishing to take courses at another institution for transfer to Middlebury are expected to prepare in advance a "Transfer of Credit" form which calls for approval by the department chairman, the student's adviser, and the Dean of Students. The acceptance of transfer credit toward a Middlebury degree is contingent upon receipt by the Registrar of the Transfer of Credit form and transcripts from approved educational institutions.

Transfer credits intended to anticipate credit at Middlebury must normally be above the introductory level at the institutions where they are given and must be passed with a grade of C- or better.

Failures, excess D credits, and other deficiencies in record may be made up by Advanced Placement credits and transfer credits with a grade of C- or better. Transfer credits used to make up deficiences should normally be above the introductory level.

In evaluating the entering transcripts of transfer students, the College grants year-for-year equivalence for students who followed an A.B. program at another accredited four year college regardless of the specific content of the courses taken. This policy would apply whenever possible for lesser transfer units; term for term to 4-1-4 colleges. When term equivalences cannot be established, the Dean of the College will decide on the number of Fall-Winter-Spring terms needed to complete the degree. Failing grades and D grades at other colleges are not transferable and count as deficiencies in a student's record in the same manner as Middlebury F's and D's. Students transferring to Middlebury from all other programs will have their transcripts evaluated by the course and content to determine standing.

Course content evaluation will in all cases be relevant to fulfillment of Middlebury Departmental and College requirements.

**Failure, Probation, Warning and Readmission.** A student who receives two failing grades, three D grades or one failing grade and two D's during a fall or spring term will be dropped from College. First-term freshmen who have two F's and two C's or better or 3 D's and one C or better at the end of the fall term will be continued in college on academic

probation. Seventh-term seniors will be reviewed by the Administration Committee prior to final action.

A student who receives two D grades or one failing grade and a D grade in a single term will be placed on probation until the end of the following Fall or Spring term. A student on probation who receives one failing grade or two D grades in the subsequent Fall or Spring term will be required to withdraw.

A student who receives a failing grade in the Winter term while on probation will be required to withdraw; if not on probation the student will be placed on probation for the Spring term. A student on probation from the previous fall who receives an honors grade for the Winter Session will be removed from probation. A student may not be placed on probation more than twice in his College career and will be required to withdraw.

At any time when a student is failing a course, consistently receiving grades below C-, or in any way neglecting the obligations of a course, he may be placed on course warning.

A student who is failing in his studies generally may be dropped from college by the Administration Committee if in its judgment his failure is due to lack of application or to negligent attitude.

A student dropped for academic failure will not be readmitted except by special action of the Administration Committee. Readmission is a special privilege, not a right. The Committee will take favorable action only when it is satisfied that the factors which led to failure have been rectified and that the student has both ample motivation and capacity to earn his degree. Mere lapse of time is not sufficient basis for readmission. The burden of proof of motivation and capacity rests with the student. The student is encouraged to enroll at another accredited institution and to achieve a good record there. In some cases, military service or employment related to his interests may be considered as evidence.

Application for readmission is made to the Administration Committee through the Dean of Students. Any student readmitted will be on probation for the first term following his return and, if dropped a second time, will not be readmitted. Normally, students are readmitted only for Winter or Spring term.

**Auditing.** With advance permission of the instructor a regularly enrolled student may attend other classes as an auditor. The instructor establishes the conditions under which the student may audit, but in no case can the student receive credit for auditing.

Non-students may audit courses only with the permission of the instructor and the Dean of the Faculty.

**Special Students.** Students who require only one or two courses to complete their degree requirements may apply to the Administration Committee for Special Student status. Other students may seek reduced course loads and Special Student status for exceptional personal reasons.

Individuals not enrolled as A.B. candidates are occasionally admitted as Special Students for compelling personal and educational reasons. Such individuals must apply to the Administration Committee for admission as Special Students.

Special Students pay by the course.

**Adjunct Students.** A small number of students, primarily foreign nationals, may be admitted as non-degree candidates. They would take as many or few courses as desired, would decide whether or not they would receive grades, and would pay full tuition. The Administration Committee would admit them and oversee their programs.

**College Scholar Program.** The purpose of the program is to allow the student of demonstrated motivation and ability to define his individual educational goals and assume personal responsibility for attaining them independent of the College's normal curricular requirements. The program is administered by the College Scholar Committee.

**Motor Vehicles.** Qualified students are permitted to have or to operate a motor vehicle.

## RESIDENCE HALLS

Middlebury is a residential college. Students must receive special permission of the Dean of Students to reside off-campus.

Reservations are made by upperclassmen during the spring for the following year. Students reserving rooms are responsible for the entire year's charge, unless special arrangements are made with the Director of Dining Halls and Dormitory Operations at the time the room contract is signed. All rooms are assigned subject to residence halls regulations and the terms of the room contract. Occupants are liable for any damage to the residence halls and their furnishings. A student may be required to withdraw from college or be subject to lesser disciplinary penalties for failure to respect residence halls regulations, and forfeit the room charge already paid. The College does not accept responsibility for loss of money or other personal property or damage thereto while located in the Halls. The Director of Dining Halls and Dormitory Operations reserves the right to remove from a student's room any item which constitutes a safety hazard or seriously interferes with the maintenance of the building.

Rooms are ready for occupancy in September on the day preceding the first college exercises and, except for seniors, are vacated in June on the day following the student's last final examination. Residences are closed during the Christmas vacation and students may not have access to rooms during that period.

**Residences.** Preference in choice of rooms is given to students in order of classes. Residence Halls are furnished with single or double-deck beds, mattresses, desks, dresser and chairs. Bedding, pillows and other accessories are furnished by the occupants. Room fees include heat and electricity, and janitor service. Students provide their own laundry service.

Student Fellows in each section of the freshman halls work closely with the Deans and the freshman advisers.

All students must eat either in the College Dining Halls or fraternities unless exempted by the Dean of Students.

## FRESHMAN WEEK

Directly preceding the opening of the fall term, there is a four-day period of orientation for freshmen. The program includes Freshman Convocation, an informal assembly, registration, receptions and social gatherings, lectures by members of the college personnel, and placement tests.

## CHAPEL SERVICES

On the highest hill of the campus stands Mead Memorial Chapel where members of the college community may gather for common worship.

The Sunday Service is Christian in emphasis and ecumenical in design. The sermons are delivered by the College Chaplain, occasionally by other members of the Middlebury faculty, and by visiting clergymen. Recent preachers have included Dr. Benjamin Mays of Atlanta, Chaplain B.A. Asbury of Vanderbilt University, Dean Evans Crawford of Howard University, Dr. Ernest Campbell of Riverside Church, New York, Dean Harvey Guthrie of Episcopal Theological School, and Dr. Martin Luther King Sr. of Atlanta.

The Middlebury College Choir enriches the services by the presentation during the year of a broad repertory of sacred music.

## HEALTH MEASURES

The College Comprehensive Fee provides for the services of a full-time physician who serves as Medical Director for the College. The Medical Director is assisted by four full-time registered nurses who provide round-the-clock attention at the College Infirmary. In addition to out-patient treatment at the Infirmary, space is provided for bed care of minor illness. The Comprehensive Fee provides for care for each student at the Infirmary without charge each year. In addition the Comprehensive Fee covers accident insurance for all students. Porter Hospital is a well equipped hospital; there are two surgeons there. Extensive medical facilities are available at the Medical Center Hospital of Vermont in Burlington.

The Medical Director of the College has general oversight of the health needs of the student. Every freshman must present before matriculation a satisfactory health certificate signed by a physician. Physical measurements and health records are filed and corrective exercise recommended when needed. All students who are physically able are required to complete the Physical Education Program (see Program description under the Department of Physical Education and Athletics). The College reserves the right to ask the withdrawal of any student for medical or psychiatric reasons. A student may be requested to have a thorough physical examination once a year or whenever considered necessary by the Medical Director. The Medical Director authorizes all absences due to illness.

The College Health Service offers the services of a full time counselor who is a Ph.D. in counseling psychology. The College also employs a qualified psychiatrist who is on the campus two afternoons a week.

## EXTRACURRICULAR PROGRAM

The relatively small size of the College permits participation in a variety of extracurricular activities by all undergraduates. Theatrical productions, sports events, debates, lectures and weekend mountain trips are scheduled throughout the year.

**Concert-Film.** Outstanding artists and films are brought to the campus under the supervision of a faculty-student committee appointed for that purpose.

Many other special lectures are sponsored by the College, under special funds, or through various departments and organizations.

**Radio Station.** Students operate an F. M. radio station licensed by the F. C. C. as a 10 watt educational facility. Programming features music, sports, interviews and news.

## ATHLETICS

Middlebury College is a member of the Eastern College Athletic Conference (ECAC), the largest collegiate athletic conference in the nation, and also holds membership in the National Collegiate Athletic Association (NCAA). In 1970-1971 Middlebury joined with ten (10) other institutions in forming the New England Small College Athletic Conference (NESCAC). This conference consists of: Amherst, Bates, Bowdoin, Colby, Hamilton, Middlebury, Trinity, Tufts, Union, Wesleyan and Williams. The College maintains a healthy and active intercollegiate athletic program consisting of eleven sports: football, cross-country, soccer, basketball, skiing, hockey, baseball, track, lacrosse, golf, and tennis. There is also a "B" squad/freshman athletic program in most intercollegiate sports. In some sports Middlebury teams meet Army, Cornell, Dartmouth, Harvard, Massachusetts Institute of Technology, Princeton, Rennselaer Polytechnic Institute, and other large institutions. Middlebury, Norwich University, University of Vermont and St. Michael's College play annually for the Vermont State Championship in most sports.

Intramural games are scheduled in basketball, track, golf, rifle, soccer, lacrosse, bowling, tennis, relays, badminton, touch football, volleyball, hockey, softball, and swimming.

Skiing and hockey are special features of the winter calendar.

A sports program for women, under the direction of the women's staff of the Department of Physical Education and Athletics and the Women's Recreation Association, includes intramurals, extramurals with other colleges, and participation in organized tournaments and meets open to college women. Activities include archery, badminton, basketball, bowling, diving, field hockey, folk dance, golf, ice skating, lacrosse, modern dance, riding, skiing, softball, squash, swimming, synchronized swimming, table tennis, tennis, trampoline, and volleyball.

Students take part in the Annual Winter Carnival which, in the years since its inception, has assumed an important role in the social and sports life of the College.

The College does not assume legal responsibility for the expense in caring for injuries sustained by athletes while training for or participating in athletic competition.

## ORGANIZATIONS

Honorary organizations on the campus are: Phi Beta Kappa, Mortar Board, Junior Counselors, Junior Fellows and Sophomore Guides.

There are also athletic, musical, dramatic, language, literary, religious, and departmental student clubs.

Eight fraternities are represented: Alpha Sigma Psi, Chi Psi, Delta Kappa Epsilon, Delta Upsilon, Kappa Delta Rho, Sigma Epsilon, and Zeta Psi.

## PUBLICATIONS

Undergraduates of Middlebury College publish a newspaper, *The Middlebury Campus.* Students assume complete responsibility for the editorial content of the newspaper. Other publications are a yearbook, *The Kaleidoscope,* and a literary and graphic arts publication, *Frontiers.*

*New Faces,* a publication containing pictures of the members of the entering class, is published each year by the College in cooperation with the students and made available to parents and members of the student body.

*The Middlebury College News Letter,* a quarterly magazine, is published by the College for its alumni, parents and friends.

*The Middlebury College Bulletin* is published five times during the college year. Periodic numbers include cataloges of the academic year, the Language Schools, the Bread Loaf School of English, the Bread Loaf Writers' Conference, and the Graduate Schools Abroad.

## CAREER PLACEMENT

The Placement Office provides all students and alumni of Middlebury College with a central source of information and with personal counseling on career planning, graduate work, and summer employment. Opportunities to meet with representatives of graduate schools and with prospective employers are given throughout the year. The Placement Library contains a wide variety of career and summer employment possibilities.

All students should register with the Placement Office regardless of their professional goals. A permanent record of all college and university data is maintained, together with recommendations from faculty and employers. A modest fee of $15 is charged for those wishing to have their dossiers sent to prospective employers, graduate schools, agencies, etc., with a limit of twenty dossiers per applicant. A renewal fee of $5 will be charged for the preparation of each additional ten dossiers. Registration is normally conducted in the Spring Term of the student's Junior year.

## GRADUATE WORK

**Academic Year.** Middlebury College offers graduate courses leading to the Master of Science degree in the Department of Biology and Chemistry during the regular academic year. Inquiries about these programs should be addressed to the chairman of the department concerned. Graduate students may be enrolled only upon recommendation of the department concerned and approval by the Executive Committee of the Science Division in consultation with the Dean of the Faculty. The courses which are regularly offered for graduate credit are:

Biology: All Biology courses numbered 300 or above and Mathematics 300 or above.

Chemistry: All Chemistry courses numbered 400 or above. In order to serve the needs of graduate students in these departments, cognate courses in other departments may, when appropriate, be raised to graduate level by inclusion of supplemental material.

Candidacy for the Master of Science degree is subject to the following general regulations:

1. The candidate must hold a baccalaureate degree from Middlebury College or from a comparable institution and must have completed an undergraduate course of study sufficient for effective graduate work.

2. The candidate must satisfy Middlebury College of his fitness to undertake graduate study.

3. The candidate must be a student in residence at Middlebury College for at least one academic year.

4. In order to be granted the degree, the candidate must successfully complete graduate work equivalent to nine courses.

5. Graduate work done at other institutions may be transferred for credit toward a Middlebury degree subject to the condition that at least six of the required course equivalents for graduation must be completed at Middlebury College.

6. Graduate work in cognate fields may, upon approval of the major department, be counted toward the degree subject to the limitation that at least six of the nine required course equivalents must be in the department in which the degree is granted.

7. All work to be credited toward the degree must be completed with a grade of B- or above.

8. Participation in laboratory teaching and preparation is a degree requirement.

9. All work to be credited toward the degree must have been completed during the ten year period immediately preceding the granting of the degree.

Candidacy for the Master of Science degree is subject also to such further regulations as Middlebury College may establish.

Tuition for graduate study was charged at the single course rate of $300 in 1970-71. A medical fee of $43 was required and one could enroll in an optional sickness insurance program for an additional $22.

Teaching and research fellowships are available. Information concerning these may be obtained from the chairman of the department concerned.

**The Summer Session.** Graduate work leading to the Master of Arts degree in English and the advanced Master of Letters degree are offered in the summer at the Middlebury College Bread Loaf School of English. Courses, varied each year, are given in English, American, and classical literature, literary history and criticism, dramatic arts, and the craft of writing. The advanced degree of Master of Letters (M.Litt.) represents the equivalent of a year of specialized study in the field of English or American literature beyond the M.A. Information describing the requirements will be sent on request. Full information about the curriculum and requirements for the degree is given in the Middlebury College Bulletin for the Bread Loaf School of English, published each year in February. All inquiries should be addressed to the Bread Loaf Secretary.

Graduate work leading to the Master of Arts degree is offered in the Middlebury College Summer Language Schools of French, German, Italian, Russian and Spanish. Courses, varied each year, are given in the spoken and written language, and in the literature, civilization, and methods of teaching the language. Students are required to pledge themselves to use only the language of their school during the entire session. Full information about the curriculum and requirements for the degree is given in the Middlebury College Bulletin for each Summer Language School, published each year in March. All general inquiries should be addressed to the Secretary of the Language Schools; specific inquiries about admission and courses should be addressed to the Director of the appropriate School.

Beginning and advanced courses for undergraduate and graduate credit are also offered in Chinese and Japanese, in an eight-week summer session. Full information is given in the special Bulletin on the Summer Schools of Chinese and Japanese, which may be requested of the Secretary of the Language Schools. The Intensive Language Program offers summer courses in beginning and elementary French, German, Russian and Spanish as well as beginning Italian. The program is open to all persons with a high school diploma or better.

The Middlebury College Bread Loaf Writers' Conference is also held at Bread Loaf during the ten days following the School of English in the middle of August. This Conference offers lectures, discussions, and private consultations in fiction, non-fiction, poetry and children's literature, but does not lead to a degree. Full information is provided in the special Bulletin, published each year in April. Inquiries should be addressed to the Bread Loaf Secretary.

**The Graduate Schools Abroad.** Middlebury College conducts Graduate Schools of French in France, of German in Germany, of Italian in Italy, and of Spanish in Spain.

The students spend the academic year on a coordinated program of advanced instruction in linguistics, phonetics, literature, history, the arts and social institutions. These courses are followed in the Faculties or other divisions and institutes, or in specially arranged graduate study, in Paris, Mainz, Florence, and Madrid. The students work under the close guidance and supervision of a resident representative of Middlebury College. At the close of the year, final examinations are administered under his direction, and the successful candidates receive the Middlebury Master of Arts degree, in addition to any foreign certificates or diplomas which they may earn.

A preliminary summer of preparation at the Middlebury Summer School is normally required, and only those applicants who prove themselves qualified are allowed to enroll. Members of the group make their own arrangements for transportation, board and room, with the advice and guidance of the Middlebury Director. The Director facilitates social contacts, visits to museums, and attendance at theatres and concerts. Information will be sent by the Secretary of the Language Schools, on request.

**The Degree of Doctor of Modern Languages.** Besides the Master of Arts degree, the Foreign Language Schools also offer the advanced degree of Doctor of Modern Languages (D.M.L.). A detailed statement of the requirements for this degree will be sent on request.

# General Information

## NAMED AND ENDOWED SCHOLARSHIPS

The following is a list of endowed and other named scholarships at Middlebury College. Candidates for financial aid need not apply for a specific grant. By applying for financial aid, an applicant will automatically be considered for an award from the appropriate scholarships listed below, or from the general scholarship fund.

The Charles A. Dana Scholarships are available to qualified sophomores, juniors, and seniors. The purpose of these scholarships is to identify and encourage students of good character with strong academic backgrounds who have given evidence of potential leadership traits during the freshman year. The scholarships range from an honorarium of $100.00 for those without financial need to the cost of tuition for those requiring such support. Each year approximately fifteen new Charles A. Dana Scholars are selected. The Charles A. Dana Foundation was established in 1950 with the scholarship program as one of its significant activities. These scholarships are among the highest honors which are awarded to students.

The Cecile Child Allen Student Aid Fund. $85,910. The income to be awarded to one or more junior or senior women who need financial aid, and who are "the kind of women that Middlebury would be proud to see represent the College in the outside world."

The Cornelia W. Bailey Fund. $33,500. Established in 1929 under her will for students of the Protestant faith, residing in Vermont.

The Baldwin Fund. $28,122. Received in 1871 from the estate of John C. Baldwin, Esq., of Orange, N.J., for men.

The Cesare Barbieri Endowment Fund, $45,000.

The Joseph Battell Scholarships. $100 awards annually, for worthy young women of Addison County.

Lea Z. Binand Scholarship Fund. $2,257.35. Established in 1956 by Mrs. Stella L. Christie. Income to be used annually for scholarship aid in the French Summer School.

Edward L. Bond Jr. Memorial Scholarship. $14,134.00. Established in 1962 in memory of Edward L. Bond Jr. '62 by his parents and friends. Income is used to aid a deserving junior or senior man possessing the qualities of campus citizenship and leadership exemplified by Ted Bond '62.

The Ezra Brainerd Scholarship. $5,010. Established in 1961 by gift of Ezra Brainerd, Jr. in memory of his father, Ezra Brainerd, Class of 1864, President of Middlebury from 1885-1908. Income is used to aid a deserving student, preferably one who is a resident of Vermont.

The Elbert S. and Anna H. Brigham Scholarship Fund. $474,579.94. Established in 1953. Income to be used for scholarship awards to deserving men or women students who are residents of the State of Vermont. Tenable for four consecutive years.

The Willard Duncan Carpenter '14 Memorial Scholarship. $10,556.51. Established by Mrs. Ethel G. Storm, Class of 1916, in memory of her first husband. Income to be used for scholarships for men with preference given to students from Vermont planning business careers.

Salvatore J. Castiglione Scholarship Fund. $2,375.00. Established in 1972 by Italian School Alumni. Income to be used annually for scholarship awards to worthy students in the Italian Schools.

JUAN A. CENTENO MEMORIAL FUND. $2,423.95. Established in 1949 by students of the Spanish School. The income is used to provide a scholarship for a worthy student in the Spanish School.

STELLA CHRISTIE SCHOLARSHIP FUND. $3,131.07. Established in 1945 by Mrs. Perla P. Conover, the income to be awarded as scholarship aid to deserving students in the French Summer School.

THE CHARITABLE SOCIETY FUND. $4,012. Established in 1832, for men.

THE CHESTER H. CLEMENS '33 MEMORIAL SCHOLARSHIP FUND. $1,960.00. Established in 1973 by gifts of family, classmates and friends in memory of Chester H. Clemens '33. Income to be used annually for scholarship awards to worthy young men and women.

THE CHESTER H. CLEMENS '33 AND ELEANOR B. CLEMENS '32 FUND. $27,640.90. Established in 1971 by the late Chester H. Clemens '33. Subject to reservation of life income.

WINIFRED COFFIN AND BEATRICE TAFT SCHOLARSHIP FUND. $13,721.33. Established in 1969 by the bequest of Miss Beatrice K. Taft of the Class of 1900 in her name and that of her twin sister, Mrs. Winifred Taft Coffin of the Class of 1900. Income to be awarded to a deserving girl from New Hampshire.

COLBY FUND. $28,904.61. Established in 1970 by the bequest of Mabel Colby. Income to be used for deserving and needy students from the towns of Lincoln, Sudbury, Orwell and Bristol, Vermont. The student selected for this aid shall be chosen from the towns in the foregoing order.

EDWARD J. COOPERSTEIN '46 SCHOLARSHIP FUND. $5,000.00 Established in 1972 by Edward Cooperstein '46. Income to be awarded annually to worthy students.

KAY CORRIGAN SCHOLARSHIP FUND. $1,000. Established in 1966 by a bequest under the will of Miss Agnes T. Danehy. Income to be used for scholarship awards to deserving women students in the College who exemplify the character of Kay Corrigan, '56.

THE ANNIE L. COX SCHOLARSHIP FUND. $2,500. Established for "a worthy student manifesting decided ability in some line of study, preferably a student of Italian parentage."

GEORGE C. DADE '15 MEMORIAL SCHOLARSHIP FUND. $25,000. Established in 1965 by the gift of Mrs. George C. Dade to provide scholarship aid for worthy young men and women.

THE WILFRED E. DAVISON SCHOLARSHIP FUND. $1,632. Established in 1936 by bequest of Frank P. Davison of Cabot, for men.

CLIFFORD T. DAY UNDERGRADUATE SCHOLARSHIP FUND. $1,229.89. Established in 1970 by the bequest of Clarence T. Day. Income to be used to assist an undergraduate male student who maintains good grades and has evidence of good character and future leadership.

THE DR. RALPH B. DELANO SCHOLARSHIP FUND $10,000. Established in 1950. Subject to a reservation of life income.

DELTA KAPPA EPSILON SCHOLARSHIP FUND. $8,510.15. The income to be awarded to a member of the Delta Kappa Epsilon Fraternity at Middlebury College.

CONSTANCE BARKER DISS STUDENT AID FUND. $337,148.22. Established in 1967 by a bequest under the will of Mrs. Constance Barker Diss, 1900. Income to be used for financial aid to deserving students.

THE ERWIN EWALD DROST MEMORIAL FUND. $750. Established in 1944 by Mrs. Marguerite Jahr, Mrs. Winnie Wiesenthal, Mrs. Clara Comstock, and Miss Emma C. Drost, in memory of their brother, Erwin Ewald Drost, class of 1924.

DEAN S. EDMONDS SCHOLARSHIP FUND. $57,848.02. Established in 1953. "Income from fund to be used by Middlebury College as it shall determine as financial aid to students at Middlebury College, giving preference to male students and to students of the sciences, more particularly physics, including electronics."

THE EUNICE S. ELDREDGE '11 FUND. $10,343.44. Established by Mrs. Eunice Smith Eldredge '11. Subject to reservation of life income.

Grace M. Ellis Scholarship Fund. $3,734.12. Established in 1966 by the Worcester County Alumnae Association in memory of Grace M. Ellis. Income to be used each year for a scholarship award to a woman undergraduate with preference to a woman from Worcester County, Massachusetts.

The Katherine Ball Everitt '17 Memorial Scholarship Fund. $10,722.31. Established by George L. Everitt in memory of his wife. Subject to reservation of life income.

The Fairbanks Scholarships. $2,000. Established by Thaddeus Fairbanks, Esq., of St. Johnsbury, for men.

'45 Discretionary Scholarship Fund. $4,381.25. Established anonymously in 1973. Income to be used annually for partial tuition scholarships to young people whose attendance will contribute to broadening the socio-economic composition of the student body attending Middlebury. Thus, it is not intended primarily to assist those in severe financial need, but is to be utilized to influence the mix of students attending Middlebury by assisting those who need at least some financial aid.

Rollo J. Francisco Scholarship Fund. $17,919.70. Established under the will of the late Rollo J. Francisco of Rutland, Vermont, in 1951.

E. Chester "Ben" Franklin '21 Scholarship. $20,000. Established in 1962 by Miss Helen A. Franklin in memory of her brother. First preference is to be given to descendants of Ernest Chester Franklin and then to undergraduates maintaining high academic standards and participating in the athletic program of the College.

Eben J. Fullam Scholarship. $10,000. Given in memory of Eben J. Fullam of the class of 1895 by Mrs. E. J. Fullam of Springfield, Vermont.

Alice Brooks Fuller Scholarship Fund. $15,000, "to aid worthy women preferably from Worcester County, Massachusetts."

John Hamilton Fulton Scholarship Fund. $330,098.38. Established in 1964. Income to be awarded as named scholarships for young men who are graduates of Athens College, Greece, and for young men of Scottish parentage who are graduates of schools located in Scotland or for any other qualified students.

Leon and Una Gay Scholarship Fund. $15,239.38. Established in 1964 by Leon S. Gay. Subject to reservation of life income.

The William W. Gay Fund. $5,000. Established in 1929 by the gift of Mrs. Frederic F. Van de Water, Jr., in memory of her father, William W. Gay, class of 1876.

Joan F. Giambalvo Scholarship Fund. $735.00. Established in 1973 by Miss Adeline G. Giambalvo. Income to be used annually for scholarship aid in the Italian School.

Edward N. Gosselin Scholarship Fund. $12,539.15. Established in 1966 by Edward N. Gosselin, '15. Income to be used for scholarship awards to a senior or junior, or both, with priority to candidates from first: Rutland County, Vermont, second: State of Vermont, and third: State of Illinois.

Ivan D. and May W. Hagar Scholarship Fund. $59,783.89. Established in 1972 under the wills of May W. Hagar and Ivan D. Hagar '09. Income to be used annually for scholarships.

Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund: $2,000. Established in 1965 by H. Blakely Harris in memory of his grandparents. Income to be used for scholarship awards to worthy students.

The Homer and Katherine Harris Fund. $3,000. Established in 1965 by Mr. and Mrs. Homer B. Harris, '20 and '18, subject to reservations of life income, after which principal will be added to the Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund and the income used by and in support of the College for scholarship awards to worthy students.

Joel B. Harris Scholarship Fund. $23,000. Made available in 1937 under an annuity contract with Charles P. Harris, for the benefit of male students of the College.

Benjamin L. Haydon Scholarship Fund. $56,831.12. Bequest under the will of Elsie Haydon Cornell. "Income to be used by Middlebury College for scholarships." Benjamin L. Haydon graduated from Middlebury College in 1897.

The Charles B. R. Hazeltine Fund. $14,043.35. Established in 1923 "for assisting worthy students."

Richard A. Heine Memorial Scholarship Fund. $5,910.00. Established in 1964 in memory of Richard A. Heine '64 by his parents and friends to assist a deserving undergraduate at Middlebury to complete his education.

The Waldo H. Heinrichs Scholarship Fund. $12,410.50. Established in 1956, the income to be awarded to a man or woman in the sophomore year for use in the junior year.

Elizabeth A. Hickcox and Frank B. Hickcox Memorial Scholarship Fund. $11,850.00. Established in 1965 by members of the Hickcox family, and friends.

The John A. Howe Scholarships. $3,000. Bequeathed by John A. Howe, Esq., class of 1853; the income first available for his descendants, and then under certain conditions for students from Poultney.

Moses G. Hubbard '13 Scholarship Fund. $10,000. Established in 1969 by the bequest of Mr. Moses G. Hubbard '13. Subject to life income reservation.

Merrill L. Jenkins '15 Scholarship Fund. $444.79. Established in 1973 by the bequest of Mrs. Florence E. Jenkins in memory of her husband. Income to be used for scholarship award as a part of the general scholarship program until the principal reaches $10,000.

Christian A. Johnson Memorial Scholarship Fund. $50,000. Established in 1964, for upperclass students with preference being given to those majoring in Economics.

The Frederica V. Jones Scholarship. $25,000.00. Established in 1950. The gift of Vanderbilt Webb and Cyril H. Jones. Income to be annually used as a scholarship for the benefit of any man or woman who may in the judgment of the college authorities "be deserving of this award."

The Kappa Delta Rho Scholarship Fund. $5,334.68. For worthy male students of the two upper classes majoring in science or mathematics, with preference being given to members of the Kappa Delta Rho Fraternity.

Joseph P. Kasper Scholarship. $26,265.00. Established in 1962 by the directors of the Associated Merchandising Corporation to honor Joseph P. Kasper '20 on occasion of his retirement from that Company as Chairman of the Board. Income awarded annually in equal amounts to an undergraduate man and woman.

Elizabeth B. Kelly Fund. $6,896.66. Established in 1970. Income to be used for scholarships for women students.

The Sanford H. Lane Memorial Scholarship Fund. $2,000. Established in 1945, for men students.

The Ted Lang, Jr. Memorial Scholarship Fund. $21,732.38. Established in 1945 by Mr. and Mrs. Fred P. Lang of the classes of 1917 and 1915, in memory of their son, who lost his life on the battlefield in France during World War II. Income to be awarded annually to men in their Junior and Senior years who have had to work to assist themselves in acquiring their Middlebury education, and who have made a contribution to their College in extracurricular activities, preferably athletics. It is the donors' intent that the awards permit less financial burden on the awardees in their upper class years in recognition of their determination to obtain their Middlebury degree by their own efforts and initiative.

The Fred W. Lapham '43 Fund. $9,860.56. Established in 1971 by Frederick W. Lapham, Jr. '43. Subject to reservation of life income.

Edwin W. Lawrence Scholarship Fund. $123,595.81. Established by gifts from Edwin W. Lawrence in memory of his father, George Edwin Lawrence, Class of 1867.

The Claude Levy Scholarship Fund. $4,482.00. Established in 1969. Income to be used by students enrolled in the French Summer School.

The Literary Fund. $740. Established in 1835, for men.

Dr. Nicholas Locascio Scholarship Fund. $21,578.33. Established in 1970 by Dr. Nicholas Locascio and others for scholarship aid to students in the Italian School.

Hazel MacLeod Fund. $10,575.56. Established in 1970 by the bequest of Hazel MacLeod Wills. Income to be paid to some worthy woman student for expenses other than tuition and board.

Andrew C. Marchbank '65 Memorial Scholarship Fund. $45,603.12. Established by the gifts of his parents and his uncle, Adrian Leiby '25. Income to be awarded annually to a worthy man possessing the qualities of campus citizenship and leadership exemplified by Andrew Marchbank '65.

Robert J. Marony Fund. $126,775. Income to be used annually for the support of education at Middlebury for underprivileged young men and women of the United States.

The Buren H. McCormack Scholarship Fund. $15,000.00. Established in 1972 by the bequest of Buren H. McCormack and the gifts of his family and friends. Income to be used annually for scholarship aid with preference given to a student interested in journalism.

Gertrude Cornish Milliken Scholarship Fund. $17,768.29. Established in 1964 by gifts of the Middlebury Alumnae Association and Alumnae clubs to honor Mrs. Gertrude Cornish Milliken '01. Income to be awarded to undergraduate women.

The Levi P. Morton Scholarship. $2,000. Established by Hon. Levi Parsons Morton of New York City, for men.

The National Bank of Middlebury Scholarship Fund. $6,000.00 Established by the Bank at the time of the College's 175th Anniversary. Annual income to be used to provide scholarship assistance for a worthy student from Addison County attending Middlebury College.

Walter J. Nelson '32 Scholarship Fund. $30,602.20. Established in 1972 by John M. Kirk '39 and friends to honor "Duke" Nelson on his retirement from 30 years of coaching and service as Director of Intercollegiate Athletics at Middlebury College. Income to be awarded to student athletes in their Junior and Senior years, excelling in one or more sports and demonstrating good campus citizenship.

Werner Neuse Scholarship Fund. $6,682.59. Established for scholarship aid to students in the German School.

The New Jersey Student Aid Fund. $400. For men from New Jersey.

Anna and Luke J. Nolfi Scholarship Fund. $1,700.000. Established in 1970 by Anna and Luke J. Nolfi. Income to be used to award an annual scholarship to a student enrolled in the Italian Summer School or the Graduate School of Italian in Italy.

Sidney Nordenschild, Sr., Scholarship Fund. $10,340.50. Established in 1967 by the partners of Sidney Nordenschild, Sr., to honor his fifty years with the company and his sixty-fifth birthday. Income to be used for scholarships.

The Hewitt Page Scholarship Fund. $2,711.79. Established in 1964 by the gift of Hewitt E. Page '33. Income to be added to principal for first ten years, after which it shall be used with restrictions under the direction of designated college officials.

Cornelius R. Palmer '25 Fund. $6,200. Established by the gifts of Mr. Cornelius R. Palmer '25 in 1969. Subject to reservation of life income after which the income is to be used for scholarships for underprivileged boys and girls with preference given to graduates of schools located in Cape May County, New Jersey, or New York City.

The Penfield Scholarship. $1,000. Established by Allen Penfield, Esq., of Burlington, for men.

The Dana G. Pierce Scholarship Fund. $8,012.50. Established in 1951. "For men students from Rutland High School."

Blanche and Stephen Piskor Memorial Scholarship Fund. $1,000.00. Established in 1973 by Dr. Frank P. Piskor '37 in memory of his parents. Income to be used annually for scholarship awards.

William H. Porter Memorial Scholarship. $50,000. Income to be used for a tuition scholarship. Established by Helen Porter Pryibil in 1950.

The President's Purse. $33,272.71. Established by the late Charles M. Swift, Esq., the income to be disbursed at the discretion of the President.

Anastasia Feodorova Pressman Memorial Scholarship. $1,641.50. For scholarship aid to students in the Russian School.

The Frederika Proctor Fund. $25,000. Established in 1956, the income to be awarded as a named scholarship, to an undergraduate studying French, by the Scholarship Committee.

James Richardson Scholarship Fund. $3,000.00. Established in 1924 by Mrs. James Richardson as a scholarship for the French Summer School.

Justin Ricker Funds #1, #2, #3, #4, #5, #6, #7, #8, #9 #10, #11, and #12. Established by Justin M. Ricker '06 subject to reservations of life income, after which the income of these funds is to be used for scholarships for male students from Bridgeport, Connecticut, or Waterbury, Vermont, or both.

The Marguerite Rogers '18 Scholarship Fund. $13,642.91. Established in 1970 by the bequest of Miss Marguerite Rogers. Income to be used for needy students.

The Richard A. Rosbeck Memorial Scholarship Fund. $6,281.50. Established in 1968 by gifts of his family and friends in memory of Richard A. Rosbeck '61 who was killed in military service in Vietnam. Income to be used each year for scholarship aid to a worthy, qualified athlete who, in addition to financial need, displays drive and determination for personal as well as team excellence in Middlebury athletics.

The Eleanor S. Ross Scholarship Fund. $11,182.95. Established by Middlebury Alumnae Association in memory of Dean Eleanor S. Ross Thomas. Awarded annually to a Middlebury senior woman and based equally on the scholarship, need, and all-around merit of the recipient.

The John W. Rowell Fund. $2,000. Established by the late Chief Justice Rowell.

The A. Bayard Russ Memorial Scholarship Fund. $5,359.65. Established in 1968 by gifts of Louise Tunnicliff '67, his parents and friends in memory of A. Bayard Russ '66 who was killed in military action in Vietnam. Income to be used each year for a scholarship award to a deserving boy showing athletic ability, good campus citizenship and the distinctive qualities of leadership and service exemplified by A. Bayard Russ '66.

The Henry W. Schuettauff Scholarship Fund. $34,436.48. Established in 1968 by Henry W. Schuettauff '27.

George Robert White Scott (Class of 1864) Scholarship. $99,491.76. Established in 1958 by bequest of Dr. George Dow Scott, Class of 1895, for students of high character, irrespective of creed, color, race, or scholarship standing, preference to be given first to a student or students belonging to Alpha Mu, Chi Psi, and then to a student or students of North American Indian, Chinese or Japanese descent.

The Lynde Selden Scholarship Fund. $52,685.00. Established in 1967 by the bequest of Mrs. Lynde Selden to honor her husband, Lynde Selden LL.D. (Hon.) 1961.

The Marion Shows Fund. $698.12. Established in 1972 by various donors. Income to be used annually to assist minority students.

The Bezeliel Smith Fund. $1,000. Established in 1893, for men.

Lucy S. Smith '18 Scholarship. $49,800.00. Established in 1961 for needy and deserving students.

The Jonathan Coleman Southmayd Scholarship Fund. $28,600. Established by the late Hon. Redfield Proctor, in 1922, its income first available for students (men or women) from Proctor.

The A. P. Stafford Fund. $1,000. Established "to assist needy students from Wallingford to an education."

The John Wolcott Stewart Fund. $25,000. Established in 1956 by the late Philip B.

Stewart in memory of his father, the income to be awarded to one or more male students in need of financial aid who, having completed one or more years' courses, have shown themselves to be of good character and worthy of continued enrollment in college.

The W. J. Stone Fund. $50,000. Established in 1965 by bequest of Wilfred J. Stone. '02, the income to be used to assist Vermont male students at Middlebury College with preference to graduates of Vergennes High School or Vermont Academy.

The Subscription of 1852. $25,000. For men.

Agnes Warner Sunderland Fund. $3,000. Established by Edwin S. S. Sunderland, Esq., class of 1911, the income from which is first available for the assistance of students from Cornwall.

The Arthur Gould Tasheira Fund. $25,000, the income to be used as far as possible to provide scholarships for worthy and deserving students.

Thomas G. Thompson Scholarship Fund. $3,500. In memory of Frank Genung Thompson and Mrs. Alma C. Dow to provide two equal scholarships, one for a young man preparing for the Protestant Christian ministry, and the other a young woman.

The Ludger J. Tousant Fund. $420.41. Established by the class of 1920 in memory of their classmate—Ludger J. Tousant—killed in World War I.

The K. P. Tsolainos Memorial Scholarship Fund. $78,500.00. Established in 1968 by The K. P. and Phoebe Tsolainos Foundation, Inc. in memory of K. P. Tsolainos, LL.D. (Hon) 1964. Income to be used for scholarships for students majoring in economics or history with preference to young people of Greek descent.

The Herbert K. Twitchell Fund. $2,000. Established in 1929 by a bequest received under the will of Mr. Twitchell for students from Vermont, preferably Addison County.

The James M. Tyler Fund. $1,000. For students from Vermont.

Bessie Clarinda Verder '98 Memorial Fund for Women Students. $1,000. Established by Blanche Avaline Verder in memory of her sister.

The Voter Memorial Scholarship Fund. $1,325. The income to be used for scholarship purposes, in memory of Professor P. C. Voter, Formerly Chairman of the Chemistry Department.

The Waldo Fund. $10,130.00. Established in 1864 by bequest of Mrs. Catherine E. Waldo of Boston, for men.

The Phoebe Kasper Wallach '49 Memorial Scholarship Fund. $15,499.00. Established in 1968 by gifts of her parents, Mr. and Mrs. Joseph P. Kasper '20, and friends in memory of Phoebe Kasper Wallach '49. Income to be used each year for scholarship award to an able and deserving girl.

The Warren Fund. $3,000. Given in 1835 by bequest of Deacon Issac Warren of Charlestown, Mass., and its income applied in payment of college bills of those who are preparing for the Gospel ministry.

The Asa Wheelock Scholarships Fund. $5,000. Established under the will of Charles B. R. Hazeltine of Arlington, Mass., the income first available for Protestant students from the town of Wardsboro, and then from other small country towns in the State.

The Albert Henry Wiggin Memorial Scholarship Fund. $102,605.00. Established in 1967 by the bequest of Mrs. Lynde Selden in memory of her father, Albert Henry Wiggin, trustee of Middlebury from 1922-1950. Added to by the Albert H. and Jessie D. Wiggin Foundation.

Percival Wilds '02 Memorial Scholarship Fund. $7,312.50. Established in 1972 by Charles M. Wilds. Income to be used annually for a scholarship award with preference to a Vermont student.

The Emma Willard Scholarship. $2,000. Established in 1895 by the Emma Willard Association, for the benefit of deserving senior women.

THE WINDHAM COUNTY CONGREGATIONAL SCHOLARSHIP FUND. $2,000. Established in 1951. "Income first available for students proposed by the Conference."

THE HARRIET B. WINSOR SCHOLARSHIP FUND. $10,000. Established under the will of Harriet B. Winsor, of Springfield, Mass., in 1950. One-half income to provide a scholarship for men and one-half income to provide a scholarship for women.

THE CHARLES BAKER WRIGHT SCHOLARSHIPS. $64,362.50. Established in 1949. Income from fund to provide two full tuition scholarships to be awarded annually to a man and a woman in the senior class.

THE MARION L. YOUNG SCHOLARSHIP FUND. $10,000. Established by the Middlebury Alumnae Association in 1940. Income awarded annually to the freshman woman outstanding in scholarship, personality and athletics.

GENERAL STUDENT SCHOLARSHIP FUND. $32,465.65. The aggregate of gifts from friends to be used in making loans to students, originating with a gift from Prof. Wm. W. Eaton of $25 in 1911. Income from Fund may be used for scholarships.

THE HENRY FRANCIS BARROW SCHOLARSHIP FUND. $1,200 annually. From the Boston Safe Deposit and Trust Company as trustee under the will of Fanny Barrows Reed.

THE LOUIS CALDER FOUNDATION SCHOLARSHIP. $20,000 annually. From the Louis Calder Foundation for scholarship support of Metropolitan New York students.

THE CHARLES A. DANA SCHOLARSHIPS. See first page of scholarship listings.

DAVISON-FOREMAN FOUNDATION GRANTS. $10,000 annually. Available to girls working toward Middlebury degrees.

EDWIN GOULD FOUNDATION SCHOLARSHIPS. Established by the Edwin Gould Foundation for Children. Four-year grants awarded annually to deserving students.

THE HUGUENOT SOCIETY SCHOLARSHIP. $1,000 annually. Available to students, on recommendation by the College, whose Huguenot ancestry meets the requirements of the Sponsoring Society. Special application forms are available from the Office of Financial Aid.

ADA HOWE KENT FOUNDATION SCHOLARSHIP. $20,000 annually for five years. From the Ada Howe Kent Foundation for scholarship awards not to exceed $1,000, to students able to provide in part from their own resources and from families who can make some contribution but are unable to pay all college costs.

THE AGNES M. LINDSAY AWARDS. $8,000 annually. From the Agnes M. Lindsay Trust for scholarships for men and for women.

THEODORE LUCE FUND SCHOLARSHIP. $4,000 annually. From the Theodore Luce Fund for awards to needy students from Metropolitan New York.

CHARLES Irwin TRAVELLI SCHOLARSHIPS. Established by the Charles Irwin Travelli Fund. Four-year grants awarded annually to deserving students.

THE SYLVIA WESTIN WURTS MEMORIAL SCHOLARSHIP. Awarded each year to a woman student from the Hartford, Connecticut, area.

YOUTH FOUNDATION SCHOLARSHIP. $1,000. To be awarded annually to a man or woman who intends to "apply his education to the good of mankind".

STATE SENATORIAL SCHOLARSHIPS ranging from $100 to $300 annually are available for Vermont residents who are attending an accredited senior college or university in Vermont. Students should apply directly to their Vermont County Senator.

## LOAN FUNDS

ALPHA SIGMA PHI MEMORIAL FUND. $12,287.59. Established in 1966 as a revolving loan fund for worthy and needy male students at the College, in memory of those brothers in Alpha Sigma Phi of Middlebury College who lost their lives in World Wars I and II.

Reid L. Carr and Eleanora F. Carr Revolving Loan Fund. $11,672.83. "To help deserving students."

Joel B. Harris Student Loan Fund. A revolving fund of $7,550.52 for loans to Middlebury students.

Hazeltine Student Loan Fund. $2,500, received in 1923 under the will of Chas. B. R. Hazeltine and his sister, Harriet S. Hazeltine, of Arlington, Mass., "the income only to be used as a loan fund in assisting students in Middlebury College."

Elam R. Jewett Student Loan Fund. $3,000, received in 1923 from a friend. "The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to men students of the College."

Martha Jewett Nash Student Loan Fund. $3,000, received in 1923 from a friend. "The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to women students of the College."

William H. Porter Student Loan Fund. $10,140, an unconditional legacy received in 1927 under the will of William H. Porter of New York. By action of the trustees it was made the William H. Porter Student Loan Fund, the principal to be safely invested and kept intact, the interest therefrom and accretions thereto to be used for making loans to worthy men students from Vermont—first consideration being given to those from Addison County.

Justin M. Ricker Fund. $3,387.91. Established in 1956 by Justin M. Ricker, '06.

Emma Hardy Slade Student Loan Fund. $3,127.67. A revolving loan fund for both men and women, but with preference given to women. Established in 1961 by the National Society of New England Women, in honor of its founder.

## PRIZES AND AWARDS

There are many generous prizes and awards for which students may compete in various ways.

Charles B. Allen Memorial Prize. In memory of "Corky" Allen, '62. Income from $4,345.75. Awarded to the senior man who has excelled in the fields of biology, chemistry and/or physics, and who by his participation in athletics and other student activities has contributed to the spirit of Middlebury.

Bishop Atwood Historical Prize. Income from $323.84. Awarded to the man who does the most distinguished work in history. Established in 1938 by Julius W. Atwood, 1878, Bishop of Arizona, 1910-1925.

Byron E. Bermas, Jr., Prize. Income from $500. Awarded to a man or woman in the senior class who has done outstanding work in Geography.

Berwick Memorial Trophy. In memory of John Frederick Berwick, Jr., Class of 1954, given by Beta Pi of Phi Kappa Tau. "An honor voted annually to the most valuable male intramural athlete who has shown outstanding qualities in performance, leadership, and good sportsmanship."

Deacon Boardman Peace Prize. Income from $2,309.64. Awarded to a member of the junior class submitting the most creditable literary essay of at least 2,000 words in favor of peace and in opposition to war as a method for settling international differences. In memory of Samuel Ward Boardman, Professor of Rhetoric and English Literature 1859-1861.

Barbara Buchanan Memorial Award, in memory of Barbara J. Buchanan '62. Income on $1,633. Awarded to the senior woman who most fully represents Barbara Buchanan's academic excellence and ideal of service.

Reid L. Carr Prize. Income from $1,500. Awarded to the male member of the senior class who has shown the greatest proficiency in English Literature.

George H. Catlin Prize. The annual income, not exceeding $1,000, on a fund estab-

listed by the will of George H. Catlin in 1930, awarded annually to the student who completes the full A.B. "classical" course, showing the highest grade for scholarship and deportment. Established in 1918 by George H. Catlin, Hon. LL.D. 1920, Pennsylvania banker.

George H. Catlin Classical Prize Fund. Income from $1,000. Awarded to a man in the senior class whose college work in Greek and Latin is adjudged worthiest of distinction.

George H. Catlin Fund. Income from $7,615.74. Established by the will of George H. Catlin, in 1951. Awarded each year to the student who has completed with the highest average the full four-year "classical" course, including preferably some study of Latin and Greek.

Eaton Prize. Income from $1,000. Awarded to the student who in the opinion of the President and the Faculty has maintained the highest standing in the Classics.

George Ellis Fellowships. Two fellowships, each with an annual value of over $2,000, were established at Columbia University in 1931, under a provision in the will of George W. Ellis, to be open primarily to residents of Vermont or to the graduates of Middlebury, Norwich, and the University of Vermont. The fellowships are awarded to qualified men or women for pursuing advanced or graduate study in any of the faculties or schools at Columbia. Information on this fellowship may be secured from the President's Office.

Harry M. Fife Memorial. Income from a fund of $1,022.77, established in memory of Harry M. Fife, Professor of Economics, 1925-50.

Maude Violet Graybar American History Prize. Established in 1966 by Lloyd J. Graybar '60 in memory of his mother, Maude Violet Graybar. Income on $500 awarded annually to the student who writes the best honors thesis in American History since 1860 or, at the discretion of the departmental chairman, to the Senior student who has displayed the greatest proficiency in American History since 1860 during the four undergraduate years.

Hazeltine-Klevenow Cup. Awarded to a man in any of the four classes who has best combined ability in athletics and excellence in scholarship. The name of the recipient is placed on the cup as a permanent record, and a replica of the cup is presented to the winner. Established by Marshall M. Klevenow, Middlebury coach, 1925-1928, and Burt A. Hazeltine, Dean of Men, 1926-1938.

Kellogg Latin English Prize. $25 and $15. Awarded for the two best examination papers on Horace. Established by Brainerd Kellogg, Professor of Rhetoric and English Literature, 1861-1868, and trustee, 1885-1920.

Rose Martin Spanish Prize of $25. Awarded to that woman graduating with a Spanish Major, named by the Department of Spanish for her outstanding performance in the major area. Established in May 1961 by the Manhattan Middlebury Alumnae Association.

Mortar Board Cup. Awarded to a sophomore woman who in the opinion of the Chapter has shown the greatest interest in College by participation in extracurricular activities and by attainment of high scholarship. Established by Mortar Board.

Mildred Virginia Osher History Prize. Established in 1963 by Lloyd J. Graybar '60 in memory of his aunt, Mildred Virginia Osher. Income of $500. Awarded annually to the student who writes the best honors thesis in history or, at the discretion of the department chairman, to the senior student who has displayed the greatest proficiency in the study of history during the four undergraduate years.

John P. Stabile Memorial Cup. Awarded to the athlete who best exemplifies the Middlebury spirit. Established in memory of Lt. John P. Stabile, '40, killed in action, Guadalcanal. Established by Lt. John F. Hogan, '41.

The Marci J. Stewart '72 Memorial Awards. Awarded each year by the History Department to the student in History or American Studies who has shown outstanding personal and academic qualities.

Mary Dunning Thwing Prize. Income of $1,500. Awarded to a woman student who in her junior and senior year has done the best work in English composition, prose and poetry. Established by Charles F. Thwing, President of Western Reserve, in memory of his wife, Mary Dunning Thwing.

Alice J. Turner Memorial Trophy. Awarded each year to a member of the varsity basketball team.

Franklin G. Williams '13 and Sara H. Williams '12 Memorial Award. Income from $1,000 to be awarded to a young man or woman in the sophomore class, on the basis of deep human qualities of natural kindness, perceptivity of the needs and feelings of others, and an abiding sense of personal responsibility.

Woolsey Prizes. Income from fund of $1,451.68. Awarded to the two undergraduates writing the best examinations in Bible. Established in 1933 by Theodore S. Woolsey, trustee, 1922-23.

## ENDOWED LECTURESHIPS

Julian W. Abernethy Lecture. Established in 1928 under the will of Julian W. Abernethy, Class of 1876. A writer of distinction is annually invited to address the College upon some aspect of American literature in commemoration of the birthday of Dr. Abernethy, founder of the Abernethy Library.

William H. Edmunds '17 Memorial Lecture. Established by Vermont Transit, Addison and Chittenden Trust Companies in memory of William Edmunds. Income may be used to provide a lecture on the Middlebury campus in the Social Sciences.

Charles S. Grant Memorial Lecture. Established by friends in memory of Professor Grant to provide an annual lecture in History.

Samuel S. Stratton Lecture. Established by 1962-63 gifts to the Parents' Fund to honor Dr. Stratton at the time of his retirement as the eleventh President of Middlebury, to provide an expanded program of visiting lecturers on the Middlebury campus.

Class of 1914 Lecture. Established by an anonymous member of the Class of 1914, to provide an annual lecture on Science and the Humanities.

The John Hamilton Fulton Memorial Lectures. Given anonymously. To establish lectures, performances and extended visits to the Middlebury campus by distinguished scholars, artists and performers.

# Attendance Statistics

*Fall Term 1973-74*

GEOGRAPHICAL DISTRIBUTION
*United States and Possessions*

| | *Men* | *Women* | *Total* |
|---|---|---|---|
| New York | 241 | 186 | 427 |
| Massachusetts | 183 | 130 | 313 |
| Connecticut | 141 | 81 | 222 |
| New Jersey | 126 | 92 | 218 |
| Vermont | 66 | 40 | 106 |
| Pennsylvania | 55 | 36 | 91 |
| New Hampshire | 26 | 25 | 51 |
| Maryland | 24 | 25 | 49 |
| Ohio | 22 | 22 | 44 |
| California | 15 | 19 | 34 |
| Maine | 14 | 17 | 31 |
| Virginia | 15 | 14 | 29 |
| Rhode Island | 9 | 19 | 28 |
| Illinois | 16 | 10 | 26 |
| Minnesota | 11 | 13 | 24 |
| Michigan | 12 | 11 | 23 |
| Colorado | 10 | 11 | 21 |
| Florida | 10 | 5 | 15 |
| District of Columbia | 8 | 7 | 14 |
| Delaware | 7 | 6 | 13 |
| Texas | 4 | 9 | 13 |
| Missouri | 5 | 6 | 11 |
| Wisconsin | 4 | 6 | 10 |
| Washington | 1 | 5 | 6 |
| Alaska | 3 | 1 | 4 |
| Arizona | 2 | 2 | 4 |
| Iowa | 3 | 1 | 4 |
| Kentucky | 3 | 1 | 4 |
| Montana | 3 | 1 | 4 |
| Nebraska | 2 | 2 | 4 |
| Wyoming | 2 | 2 | 4 |
| Georgia | 2 | 1 | 3 |
| Hawaii | 1 | 2 | 3 |
| Idaho | 1 | 2 | 3 |
| Kansas | 2 | 1 | 3 |
| Louisiana | 1 | 2 | 3 |
| North Carolina | 1 | 2 | 3 |
| Tennessee | 1 | 2 | 3 |
| Alabama | 0 | 2 | 2 |
| Indiana | 0 | 2 | 2 |
| New Mexico | 2 | 0 | 2 |
| Oregon | 1 | 1 | 2 |
| Puerto Rico | 1 | 1 | 2 |
| South Carolina | 0 | 2 | 2 |
| Oklahoma | 1 | 0 | 1 |
| Utah | 1 | 0 | 1 |
| Virgin Islands | 0 | 1 | 1 |
| West Virginia | 0 | 1 | 1 |
| | 1058 | 826 | 1884 |

GEOGRAPHICAL DISTRIBUTION
*Outside United States*

| | *Men* | *Women* | *Total* |
|---|---|---|---|
| Canada | 15 | 10 | 25 |
| Japan | 2 | 1 | 3 |
| Mexico | 3 | 0 | 3 |
| England | 2 | 0 | 2 |
| Greece | 0 | 2 | 2 |
| Italy | 1 | 1 | 2 |
| South America | 1 | 1 | 2 |
| Switzerland | 0 | 2 | 2 |
| Belgium | 0 | 1 | 1 |
| Ethiopia | 0 | 1 | 1 |
| France | 1 | 0 | 1 |
| Hong Kong | 1 | 0 | 1 |
| Korea | 0 | 1 | 1 |
| Malaysia | 0 | 1 | 1 |
| Philippine | 0 | 1 | 1 |
| Singapore | 0 | 1 | 1 |
| Spain | 0 | 1 | 1 |
| Taiwan | 0 | 1 | 1 |
| Thailand | 1 | 0 | 1 |
| Turkey | 1 | 0 | 1 |
| Venezuela | 1 | 0 | 1 |
| West Africa | 0 | 1 | 1 |
| West Germany | 0 | 1 | 1 |
| West Indies | 0 | 1 | 1 |
| | 29 | 28 | 57 |

GEOGRAPHICAL DISTRIBUTION
*United States and Possessions*

| | | | |
|---|---|---|---|
| | 1058 | 826 | 1884 |

GEOGRAPHICAL DISTRIBUTION
*Outside United States*

| | | | |
|---|---|---|---|
| | 29 | 28 | 57 |
| GRAND TOTAL | 1087 | 854 | 1941 |

## ATTENDANCE

*Fall Term 1973-74*

| Undergraduates | *Men* | *Women* | *Total* |
|---|---|---|---|
| Seniors | 264 | 174 | 438 |
| Juniors | 249 | 181 | 430 |
| Sophomores | 277 | 226 | 503 |
| Freshmen | 282 | 263 | 545 |
| Class Unknown | 6 | 3 | 9 |
| | 1078 | 847 | 1925 |
| Special Students | 2 | 7 | 9 |
| Graduate Students | 5 | 0 | 5 |
| Exchange Students | 2 | 0 | 2 |
| | 1087 | 854 | 1941 |

| | *Men* | *Women* | *Total* |
|---|---|---|---|
| Graduate School of French in France | 14 | 53 | 67 |
| Graduate School of German in Germany | 15 | 16 | 31 |
| Graduate School of Italian in Italy | 18 | 25 | |
| Graduate School of Spanish in Spain | 51 | 81 | |

*1973 Summer Language Schools*

| | *Men* | *Women* | *Total* |
|---|---|---|---|
| Chinese | 60 | 52 | 112 |
| English | 94 | 106 | 200 |
| French | 106 | 216 | 322 |
| German | 52 | 63 | 115 |
| Italian | 29 | 50 | 79 |
| Japanese | 42 | 25 | 67 |
| Russian | 56 | 83 | 139 |
| Spanish | 70 | 126 | 196 |
| Intensive Language Program | 55 | 62 | 117 |
| | 564 | 783 | 1347 |
| Bread Loaf School of English | 94 | 106 | 200 |
| Writers' Conference | 69 | 118 | 187 |

# Alumni and Alumnae

The Associated Alumni, one of the oldest organizations of its type in America, was established in 1824. The preamble to the constitution stated the purpose of the organization in 33 words that could not be better chosen today: "To revive the pleasing recollections of academic life—to cherish a laudable zeal for the advancement of literature and science and particularly for the prosperity of our Alma Mater this association is formed." A separate Alumnae Association for women graduates was formed in 1912. In 1969 these two organizations joined to form the Middlebury Alumni Association.

The business of the Alumni Association is conducted through the office of the Director of Alumni Relations at the College. Biographical information and addresses may be secured through him. *The News Letter,* the Middlebury quarterly magazine, is mailed to all alumni and alumnae.

## NATIONAL ALUMNI OFFICERS 1974-1976

*President:* Mrs. George H. Patrick (Constance Sherman '53)
1404 Baritone Court, Vienna, VA 22180

*Vice President:* Norman E. Armour '53 138 Great Pond Road, Simsbury, CT 06070
Henry W. Caswell '49 11 Brewer Parkway,
South Burlington, VT 05401

*Directors:* Mrs. Stephen R. Holtz (Jane Bowditch '64)
17 Church Street, Framingham, MA 01701
Mrs. Charles C. Palmer (Patricia Judah '57)
96 Fairbanks Avenue, Wellesley Hills, MA 02181
W. Kyle Prescott '49 22 Heath Road, Montreal 254,
Quebec, Canada

*Secretary:* Gordon C. Perine '49, 22 South Street,
Middlebury, VT 05753

## ALUMNI TRUSTEES

*(Term Four Years)*

Miss Charlotte P. Hickcox '45 (Term expires 1975)
29 Oldham Road, Wethersfield, CT 06109
David E. Thompson '49 (Term expires 1975) 44 Brookside Road, Needham, MA 02192
Robert E. Cleary '50 (Term expires 1976) 138 Mansfield Avenue, Darien, CT 06820
Mrs. Shirley C. Bennett (Mildred Becker '41) (Term expires 1978)
83 Pittsford Way, New Providence, NJ 07974
Mrs. Donald W. Jeffries (Paula Knight '45) (Term expires 1978)
3108 Q. Street, N.W., Washington, DC 20007

*(Term Two Years)*

Jon Groetzinger, Jr. '71 (Term expires 1975) 781 Beech Street, Manchester, NH 03104
Miss Neilda C. Lee '72 (Term expires 1976) 913 Mary Street, Apt. 1, Ann Arbor, MI 48104

## PRESIDENTS OF REGIONAL ALUMNI/AE CLUBS

Boston: Mr. and Mrs. Dow Davis '66, '67 (Constance Reynolds)
35 Laurel Road, Weston, MA 02193
Capitol District (NY): Mr. Joseph H. Mann, Jr. '45
342 S. Manning Blvd., Albany, NY 12208

Cleveland: Mrs. Robert Baldwin (Marilyn Manning '39)
5935 Briardale Lane, Solon, OH 44139
Fairfield County: Mr. William H. Kirby '52 372 Cedar Lane, New Canaan, CT 06840
Hartford: Mrs. Randall W. Clark (Nancy Gould '62) 83 Pilgrim Drive, Windsor, CT 06095
Indianapolis: Mr. Frederick H. Carpenter '20
5301 N. Delaware Street, Indianapolis, IN 46220
Montreal: Mr. W. Kyle Prescott '49 22 Heath Road, Montreal 254, Quebec, Canada
New Jersey: Mrs. Don Phillips (Susan Daniell '58)
23 Oak Hill Road, Short Hills, NJ 07078
Philadelphia: Mrs. Karl G. Reed (Juliet Carrington '48)
336 Rockland Road, Wayne, PA 19087
Rochester: Mrs. Robert J. Cone (Beatrice Oetjen '49)
11 Tyringham Road, Rochester NY 14617
Southeastern New England: Mr. John W. M. Clark '53
11 Wamsutta Avenue, Barrington, RI 02806
Twin State (VT-NH): Mrs. Howard Wells (Eloise Barnard '33)
3 Clark Street, Claremont, NH 03743
Washington, DC: Mrs. Harry Zehner (Anne Coleman '53)
380 Taylor St.,Chevy Chase, MD 20015
Worcester: Mrs. John M. Sutherland, Jr. (Jean Holmberg '49)
104 Brattle Street, Worcester, MA 01606
Mr. Hadley G. Spear '22 39 Westwood Drive, Worcester, MA 01609

# President and Fellows

## PRESIDENT AND FELLOWS—THE CORPORATION

JAMES ISBELL ARMSTRONG, PH.D., LL.D., L.H.D., LITT.D.
Middlebury, VT
President of the College

## CHARTER TRUSTEES

*(Calendar year indicates first date of election)*

| | |
|---|---|
| L. DOUGLAS MEREDITH, A.B., M.A., PH.D. (1960)<br>Chairman of the Board and President of the Corporation | Burlington, Vt. |
| ARNOLD R. LAFORCE, '35, B.S., M.B.A. (1961)<br>Vice Chairman of the Board<br>Brady Security & Realty Corporation | Gladstone, N.J. |
| MRS. J. HOWARD HOWSON, '30, A.B., M.A. (1948)<br>Study Counselor, Vassar College | Poughkeepsie, N.Y. |
| RAYMOND J. SAULNIER, '29, PH.D., LL.D. (1958)<br>Professor Emeritus of Economics, Columbia University<br>Former Chairman, President's Council of Economic Advisors | New York, N.Y. |
| WILLIAM S. YOUNGMAN, A.B., J.D. (1962)<br>Director, American Home Assurance Company | East Hebron, N.H. |
| ALEXANDER HAMILTON FULTON (1969) | New York, N.Y. |
| FREDERICK W. LAPHAM, JR., '43, A.B. (1967)<br>President, Prospect Realty Corporation | Burlington, Vt. |
| FELIX G. ROHTYN, '49, A.B. (1969)<br>Lazard Freres & Company | New York, N.Y. |
| HILTON A. WICK, A.B., LL.B. (1969)<br>Secretary of the Corporation<br>President, Chittenden Trust Company | Burlington, Vt. |
| MRS. ANTHONY G. L. BRACKETT, '36, A.B., M.A., PH.D. (1969)<br>Academic Dean, Norwalk Community College | Wilton, Conn. |
| GLADSTONE L. CHANDLER, JR., '55, A.B., B.D. (1970)<br>Korn-Ferry International | New York, N.Y. |
| JOHN M. KIRK, '39, A.B. (1971)<br>President, John M. Kirk Company | Malden, Mass. |

## Term Trustees

| | *First Elected* | *Term Expires* | |
|---|---|---|---|
| Robert B. Rivel, '42, A.B., M.A.<br>Lazard Freres & Company | 1970 | 1975 | New York, N.Y. |
| Mrs. Jerome C. Eppler, '50, A.B. | 1972 | 1976 | Madison, N. J. |
| Albert W. Coffrin, '41, A.B., LL.B.<br>United States District Judge | 1973 | 1978 | Burlington, Vt. |
| Willard T. Jackson, '51, A.B., M.B.A.<br>Investment Counsellor, Brundage Story & Rose | 1973 | 1978 | Riverside, Conn. |

## Alumni Trustees

| | | | |
|---|---|---|---|
| Miss Charlotte P. Hickcox, '45, A.B., M.A.<br>American Board of Anesthesiology | 1971 | 1975 | Wethersfield, Conn. |
| Jon Groetzinger, Jr., '71, A.B., J.D.<br>McLane, Graf, Greene & Brown | 1973 | 1975 | Manchester, N.H. |
| David E. Thompson, '49, A.B.<br>President, David E. Thompson, Inc. | 1974 | 1975 | Needham, Mass. |
| Robert E. Cleary, '50, A.B., I.B.A.<br>Vice President, Merrill, Lynch, Pierce, Fenner & Smith | 1972 | 1976 | Darien, Conn. |
| Miss Neilda C. Lee, '72, A.B. | 1974 | 1976 | Ann Arbor, Mich. |
| Mrs. Shirley C. Bennett, '41, A.B., '66, M.A. | 1974 | 1978 | New Providence, N.J. |
| Mrs. Donald W. Jeffries, '45, A.B. | 1974 | 1978 | Washington, D.C. |

## Trustees Emeriti

*(Dates indicate election to Board of Trustees and effective date of emeritus status)*

| | |
|---|---|
| Leon S. Gay, PH.B. (1942, 1967) | Brandon, Vt. |
| Erbert C. Hadley, '10, A.B., B.S., D.ENG., LL.D. (1936, 1968) | Middlebury, Vt. |
| Elbert C. Cole, '15, MA., PH.D. (1939, 1969) | Middlebury, Vt. |
| Stewart Ross, '20, M.D., F.A.C.S. (1936, 1970) | Rutland, Vt. |
| Joseph P. Kasper, '20 B.S. (1940, 1970) | Sarasota, Fla. |
| Fred P. Lang, '17, B.S., LL.D. (1940, 1971) | Short Hills, N. J. |
| Carleton H. Simmons, '28, B.S. (1938, 1972) | Marlboro, N.H. |
| Paris Fletcher, '24, B.S., LL.B., SC.D. (1956, 1973) | Worcester, Mass. |

## Officers of the Corporation

| | |
|---|---|
| L. Douglas Meredith, A.B., M.A., PH.D.<br>Chairman of the Board | Burlington, Vt. |
| Arnold R. Laforce, '35, B.S., M.B.A.<br>Vice Chairman of the Board | Gladstone, N.J. |
| Hilton A. Wick A.B., LL.B.<br>Secretary of the Corporation | Burlington, Vt. |

T. Richardson Miner, Jr.'58, A.B., M.A. — Middlebury, Vt.
Assistant Secretary of the Corporation

Carroll Rikert, Jr., A.B., M.B.A., C.P.A. — Middlebury, Vt.
Treasurer

## Corporation Committees

(The first person listed is the Chairman)
The President shall be a member *ex officio* of all Committees except Conference.
The President's name appears below where expressly required by the By-Laws of the President & Fellows of Middlebury College.

### Prudential

L. Douglas Meredith (Ex Officio), President Armstrong (Ex Officio), Arnold R. LaForce, William S. Youngman, Hilton A. Wick, Frederick W. Lapham, Jr., Mrs. Anthony G. L. Brackett, John M. Kirk, Albert W. Coffrin, Leon S. Gay (Emeritus), Egbert C. Hadley (Emeritus), Elbert C. Cole (Emeritus), Stewart Ross (Emeritus), Fred P. Lang (Emeritus).

### Athletics

John M. Kirk, Frederick W. Lapham, Jr., Robert B. Rivel, Robert E. Cleary, Jon Groetzinger, Jr., Mrs. Donald W. Jeffries, David E. Thompson, Miss Neilda C. Lee, Stewart Ross (Emeritus), Joseph P. Kasper (Emeritus), Fred P. Lang (Emeritus).

### Auditing

Hilton A. Wick, Gladstone L. Chandler, Jr., Willard T. Jackson, Robert B. Rivel, Paris Fletcher (Emeritus).

### Budget

L. Douglas Meredith, Arnold R. LaForce, Frederick W. Lapham, Jr., Gladstone L. Chandler, Jr., Mrs. Jerome C. Eppler, Robert B. Rivel, President Armstrong (Ex Officio), Paul M. Cubeta (Ex Officio), Carroll Rikert, Jr. (Ex Officio).

### Building and Grounds

L. Douglas Meredith, Frederick W. Lapham, Jr., Alexander H. Fulton, Robert B. Rivel, Gladstone L. Chandler, Jr., Mrs. Anthony G. L. Brackett, Jon Groetzinger, Jr., Robert E. Cleary, David E. Thompson, President Armstrong (Ex Officio), Carroll Rikert, Jr. (Ex Officio), Leon S. Gay (Emeritus), Stewart Ross (Emeritus).

### Conference

Raymond J. Saulnier, William S. Youngman, Hilton A. Wick, Mrs. Anthony G. L. Brackett, John M. Kirk, Joseph P. Kasper (Emeritus).

### Curriculum

L. Douglas Meredith, Raymond J. Saulnier, Mrs. J. Howard Howson, Gladstone L. Chandler, Jr., Mrs. Anthony G. L. Brackett, Jon Groetzinger, Jr., Willard T. Jackson, Mrs. Shirley C. Bennett, Miss Neilda C. Lee, Sub Committee: L. Douglas Meredith (Ex Officio), President Armstrong (Ex Officio), Raymond J. Saulnier, Mrs. J. Howard Howson.

### Finance

Arnold R. LaForce, L. Douglas Meredith, Raymond J. Saulnier, William S. Youngman, Felix G. Rohatyn, Hilton Wick, Frederick W. Lapham, Jr., Willard T. Jackson, Fred P. Lang (Emeritus).

### Honorary Degree

Raymond J. Saulnier, Mrs. Jerome C. Eppler, Jon Groetzinger, Jr., Mrs. Donald W. Jeffries, Albert W. Coffrin, Miss Charlotte P. Hickcox, voice, no vote: 2 Faculty, 2 Students.

### Law

Hilton A. Wick, Albert W. Coffrin, Jon Groetzinger, Jr., Paris Flecher (Emeritus).

### New Trustee

William S. Youngman, Arnold R. LaForce, L. Douglas Meredith, Mrs. J. Howard Howson, Felix G. Rohatyn.

### Porter Medical Center

Frederick W. Lapham, Jr., Miss Charlotte P. Hickcox, Mrs. Shirley C. Bennett, President Armstrong (Ex Officio), Carrol Rikert, Jr. (Ex Officio), Walter E. Brooker (Ex Officio), Elbert C. Cole (Emeritus), Stewart Ross (Emeritus).

### Undergraduate Life

Mrs. J. Howard Howson, Arnold R. LaForce, Frederick W. Lapham, Jr., Mrs. Anthony G. L. Brackett, Gladstone L. Chandler, Jr., Felix G. Rohatyn, Miss Charlotte P. Hickcox, Mrs. Jerome C. Eppler, Robert E. Cleary, Jon Groetzinger, Jr., Willard T. Jackson, John M. Kirk, Mrs. Shirley C. Bennett, Miss Neilda C. Lee, David E. Thompson, President Armstrong (Ex Officio).

## Special Committees of the Corporation

*(The first person listed is the Chairman)*

### 175th Anniversary Council

Arnold R. LaForce, William S. Youngman, Raymond J. Saulnier, Felix G. Rohatyn, Robert B. Rivel, Frederick W. Lapham, Jr., Hilton A. Wick, John M. Kirk, Mrs. Jerome C. Eppler, Robert E. Cleary, Willard T. Jackson, Mrs. Donald W. Jeffries, L. Douglas Meredith (Ex Officio), Walter E. Brooker (Ex Officio), Carroll Rikert, Jr. (Ex Officio), Paris Fletcher (Emeritus), Fred P. Lang, (Emeritus).

### Nominating

William S. Youngman, Mrs. Anthony G. L. Brackett, Raymond J. Saulnier.

### Walker Furlough

Carroll Rikert, Jr. (Ex Officio), Paul M. Cubeta (Ex Officio).

# Academic Administration and Staff (1974-75)

*(Calendar year indicates first date of appointment; second date appointment to present position)*

JAMES ISBELL ARMSTRONG, PH.D., LL.D., L.H.D., LITT.D., President (1963)

WALTER ERIC BROOKER, A.B., Vice President and Director of Development (1956, 1962)

PAUL M. CUBETA, PH.D., Academic Vice President (1952, 1970)

A. RICHARD TURNER, PH.D., Dean of the Faculty (1968, 1970)

GEORGE DENNIS O'BRIEN, PH.D., Dean of the College (1965, 1967)

ROGER M. PEEL, PH.D., Director of the Language Schools (1969, 1973)

ERICA B. WONNACOTT (Mrs.), A.B., M.A., Dean of Students (1968, 1970)

KENNETH A. NOURSE, A.B., Director of Public Affairs (1974)

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CHARLES D. BRAKELEY, A.B., Director of Financial Aid (1964, 1967)

WILTON WARNER COVEY A.B., M.D., Psychiatric Consultant (1966)

JAMES W. DODGE, A.B., M.A. Technical Adviser (1971)

JACQUELINE S. FLICKINGER (Mrs.), Student Activities Administrator (1967, 1973)

GREGOR HILEMAN, A.B., B.D., Assistant Director of Development (1967), Editor *News Letter* (1968)

PATRICIA J. HOKANSON, A.B., Executive Secretary to the President (1963)

MARION ELIZABETH HOLMES, A.B., Secretary of the Faculty (1937, 1969)

GEORGE HAMBRE HUBAN, SR., B.S., Editor, *News Letter* (1946-68), Editor, Publications (1940)

LILLIAN LAMBRECHTS, A.B., Assistant Director of Admissions (1972)

ANNETTA G. MACKAY (Mrs.), R.N., Head College Nurse (1972)

GARY F. MARGOLIS, A.B., PH.D., Director of Counseling Services (1972)

ARNOLD MCKINNEY, Assistant Dean of Students (1972)

T. RICHARDSON MINER ,JR., A.B., M.A., Assistant to the President (1969)

WALTER A. MOYER, JR., B.S., PH.D., Associate Dean for Special Admissions (1951, 1971), Director of Placement (1974)

TIMOTHY A. NEALE, A.B., M.A.T., Assistant Director of Admissions

FRED F. NEUBERGER, A.B., Director of Admissions (1955, 1964)

GEORGE F. PARTON, JR., A.B., M.D., Medical Director (1967)

CAROLYN L. PERINE, (Mrs.) A.B., Assistant Director of Admissions (1973)

GORDON CONDIT PERINE, A.B., Director of Alumni Relations (1951)

MAX P. PETERSEN, A.B., Editor, News Services (1962)

JANET P. RENNER, Registrar (1953, 1970)

David M. Stameshkin, A.B., M.A., Special Assistant to the Dean of the College (1972, 1974)

Edward Sommers, A.B., Associate Director of Development, Director of Annual Funds (1960, 1973)

Fred E. Spencer, Jr., Chief of Security (1969)

Roth W. Tall, Jr., A.B., Assistant Director of Development (1968, 1973)

Barbara A. Weeks, A.B., Assistant Director of Alumni Relations (1971, 1973)

Barbara A. Wells, A.B., M.A., Secretary of the College (1946, 1968)

Patricia Whitney, A.B., Assistant Dean of Students (1971, 1973)

## The Library Staff (1974-75)

John R. McKenna, A.B., B.L.S., Librarian (1964)

Horace Palmer Beck, PH.D., Director of the Flanders Ballad Collection (1956)

Robert Buckeye, A.B., M.A., M.L.S., Curator of the Abernethy Library (1971)

William P. Collins A.B., M.L.S., Head Cataloger (1973)

Kathleen V. Nielson, B.S., in L.S., Assistant Reference Librarian (1974)

Edward Rosenfeld, A.B., M.L.S., Acquisitions Librarian (1971)

John B. Rothrock A.B., Assistant Librarian (1971)

Katherine C. Skrobela (Mrs.), A.B., M.L.S., Music Librarian (1971)

## Business Administration and Staff (1974-75)

Carroll Rikert, Jr., A.B., M.B.A., C.P.A., Treasurer (1952)

Virginia M. Boone (Mrs.), Assistant Comptroller (1965)

Gordon B. Bridges, Jr., Director of Dining Halls and Dormitory Operations (1955)

Henry P. Clook, Superintendent of Maintenance and Operations (1965)

Roger E. Cole, A.B., M.B.A., Personnel Director (1974)

George J. Commins, Supervisor of Custodial Personnel (1963)

Raymond C. Denney, Print Manager (1973)

Joseph C. Doria, Assistant to Director of Dining Halls and Dormitory Operations (1965)

Harvey N. Drinkwine, Plant Engineer (1956)

Maxwell E. Eaton, B.S., Assistant Business Manager (1969)

David W. Ginevan B.S., M.ED., M.B.A., Assistant Treasurer and Budget Director (1973)

Norman D. Hadley, A.B., Director of Data Processing (1966)

Gordon C. Holden, Grounds Foreman (1965)

Richmond G. Littlefield, B.S., M.B.A., C.P.A., Bursar (1967)

Vera M. Morse (Mrs.), Secretary to the Comptroller (1965)

Ralph O. Myhre, Golf Course and Snow Bowl Manager (1951)

Carl Peabody, b.s., College Store Manager (1962)

Jane W. Robillard (Mrs.), Secretary to the Treasurer (1973)

James D. Ross, a.b., m.b.a., Business Manager (1956)

Lois G. Thorpe, b.s., Dietitian (1950)

Luther Van Ummersen, a.b., c.p.a., Comptroller (1965)

George W. Whitney, Jr., a.b., Purchasing Agent (1973)

Bruce H. Young, Assistant Manager, College Store (1965)

## The Coaching Staff (1974-1975)

Richard W. Colman, Jr., a.b., m.a., Director of Athletics (1969)

Gretchen V. Adsit, b.s., Swimming Coach, Lacrosse Coach (1973)

Bonnie L. Bower, (Mrs.), a.b., Ski Coach (1969)

John F. Bower, a.b., m.ed., Ski Coach, Cross Country Coach, Assistant Track Coach (1968)

Charles N. Brush, a.b., Assistant Football Coach, Assistant Ski Coach, Assistant Lacrosse Coach (1972)

Wendell F. Forbes, a.b., Head Coach of Baseball, Head Coach of Hockey, Fall Golf Coach (1962)

Michael G. Heinecken, b.s., m.ed., Head Coach of Football, Head Coach of Tennis (1973)

G. Thomas Lawson, b.s., Head Basketball Coach, Head Coach of Soccer, Spring Golf Coach (1969)

Mary E. Lick, a.b., m.s., Field Hockey Coach (1956)

Ronald W. McEachen, b.s., Assistant Basketball Coach, Assistant Soccer Coach, Assistant Tennis Coach (1974)

Robert H. Pfeiffer, b.s., Head Coach of Lacrosse, Assistant Football Coach, Assistant Hockey Coach (1971)

Peter J. Sundheim, b.s., Head Coach of Track, Assistant Football Coach (1973)

Joan L. Towne, b.s., m.s., Tennis Coach (1960)

Richard W. Waterman, Athletic Trainer (1956)

## Military Science Staff (1974-75)

Major Samuel H. Conn, Jr., a.b., Middlebury

Cpt Walter O. Stowell, a.b., m.a., University of Vermont

Cpt John S. Duty, a.b., University of Massachusetts

SGM Norman R. Piercy

MSG John B. Fraser

SSG Frederick C. Goodwin

# The Faculty (1974-75)

JAMES ISBELL ARMSTRONG, A.B., PH.D., LL.D., PRINCETON; L.H.D., BATES; LITT.D., GRINNELL
President, and Professor of Classics (1963)

PAUL MARSDEN CUBETA, A.B., WILLIAMS; PH.D., YALE
Academic Vice President (1970), Professor of English (1952), Director of the Bread Loaf School of English (1964)

A. RICHARD TURNER, A.B., M.F.A., PH.D., PRINCETON
Dean of the Faculty (1970), Professor of Art (1968)

GEORGE DENNIS O'BRIEN, A.B., YALE; PH.D., UNIVERSITY OF CHICAGO
Dean of the College (1967), Professor of Philosophy (1965)

GRETCHEN VONBERG ADSIT, B.S., UNIVERSITY OF VERMONT
Instructor in Physical Education (1973)

GLENN M. ANDRES, B.ARCH., CORNELL; M.F.A., PH.D., PRINCETON
Assistant Professor of Art (1970)

DAVID H. ANDREWS, A.B., OHIO WESLEYAN; M.A.,PH.D., CORNELL
Associate Professor of Anthropology (1968)

ALEXANDRA BAKER, A.B., HUNTER; M.A., INDIANA UNIVERSITY
Lecturer in Russian (part-time) (1972)

ROBERT L. BAKER, A.B., COLORADO; M.A., PH.D., MICHIGAN
Professor of Russian (1967), Director of the Russian School (1967)

BREWSTER BALDWIN, A.B., WILLIAMS; M.A., PH.D., COLUMBIA
Professor of Geology (1958)

SIMON BARENBAUM, PH.D., BROWN
George Adams Ellis, Professor of French (1970), on leave fall and winter terms 1974-75

STANLEY PICKETT BATES, A.B., DARTMOUTH; A.B., M.A., OXFORD; M.A., PH.D., HARVARD
Associate Professor of Philosophy (1971)

HORACE P. BECK, A.B., PH.D., UNIVERSITY OF PENNSYLVANIA
Professor of American Literature (1956)

WAYNE HARRELL BELL, B.S., UNIVERSITY OF MIAMI; M.A., HARVARD
Instructor in Biology (1971)

DAVID A. BENNETT, B.S., MUSKINGUM; M.A.T., NORTHWESTERN; PH.D., CORNELL
Assistant Professor of Chemistry (1974)

RONALD R. BIELLI, B.S., M.A., UNIVERSITY OF VERMONT
Professor of Mathematics (1956), on leave fall and winter terms 1974-75

LESLIE COLE BIGELOW, A.B., PH.D., HARVARD
Professor of Philosophy (1952)

CLAUDE L. BOURCIER, AGRÉGÉ DE L'UNIVERSITÉ, PARIS
Alumni Professor of French (1937), Dean Emeritus of the French School (1947), Director of the Graduate School of French, Paris (1969)

JOHN F. BOWER, A.B., MIDDLEBURY; M.ED., SPRINGFIELD COLLEGE
Assistant Professor of Physical Education (1968)

MICHAEL CHARLES BRAINERD, A.B., HAMILTON; M.A., PH.D., COLUMBIA
Assistant Professor of History (1974)

CHARLES NEWCOMB BRUSH, A.B., MIDDLEBURY
Instructor in Physical Education (1972)

DAVID A. BUMBECK, B.F.A., RHODE ISLAND SCHOOL OF DESIGN; M.F.A., SYRACUSE
Artist-in-Residence with rank of Assistant Professor of Art (1968), Director of Johnson Gallery (1973)

JERRY M. CALL, B.MUS., M.A., UNIVERSITY OF UTAH
Instructor in Music (winter and spring terms 1974; fall term 1974-75)

EDUARDO CAMACHO, LICENCIADO EN LETRAS, UNIVERSIDAD DE LOS ANDES (BOGOTA); DOCTOR EN FILOSOFIA, UNIVERSITY OF MADRID
Director of the Graduate School of Spanish, Madrid (1972), Director of the Spanish School (1973)

PHILIP W. CARRUTH, A.B., HAMILTON; M.A., SYRACUSE; PH.D., UNIVERSITY OF ILLINOIS
Professor of Mathematics (1966)

PIERINA B. CASTIGLIONE, M.A., SMITH; DOTTORE IN LETTERE, UNIVERSITY OF FLORENCE
Lecturer in Italian (part-time) (1972)

SALVATORE J. CASTIGLIONE, A.B., PH.D., YALE
Jean Thomson Fulton Professor of Italian (1966), Director of the Italian School (1947)

WILLIAM B. CATTON, A.B., M.A., UNIVERSITY OF MARYLAND; PH.D., NORTHWESTERN
Charles A. Dana Professor of History (1964)

JOHN H. CLAGGETT, B.S., U.S. NAVAL ACADEMY; PH.D., YALE
Associate Professor of English (1955)

THOMAS ARTHUR CLARK, A.B., BROWN; M.A., UNIVERSITY OF IOWA
Instructor in Geography (1973)

MICHAEL PAUL CLAUDON, A.B., UNIVERSITY OF CALIFORNIA, BERKELEY; PH.D., JOHNS HOPKINS
Assistant Professor of Economics (1970)

NICHOLAS R. CLIFFORD, A.B., PRINCETON; M.A., PH.D., HARVARD
Associate Professor of History (1966), Dean of the Far Eastern Schools (1972)

RICHARD W. COLMAN, JR., A.B., WILLIAMS; M.A., NEW YORK UNIVERSITY
Professor of Physical Education (1969), Director of Athletics (1969)

PETER J. CONEY, A.B., COLBY; M.S., UNIVERSITY OF MAINE; INGENIEUR, ECOLE NATIONALE SUPERIEURE DU PETROLE; PH.D., UNIVERSITY OF NEW MEXICO
Associate Professor of Geology (1964)

JOHN J. CONRON, A.B., BROWN; M.A., PH.D., UNIVERSITY OF MICHIGAN
Assistant Professor of American Literature (1970), on leave fall and winter terms 1974-75

PATRICK J. COONEY, B.S., FORDHAM; M.A., S.U.N.Y., STONY BROOK
Instructor in Physics (1972)

JOHN V. CRAVEN, A.B., BOWDOIN; M.A., UNIVERSITY OF COLORADO; PH.D., SYRACUSE
Professor of Economics (1956), on leave fall and winter terms 1974-75

JOHN W. CREASY, B.S., COLORADO STATE UNIVERSITY; M.A., PH.D., HARVARD
Assistant Professor of Geology (1972)

BARBARA E. CREHAN, A.B., UNIVERSITY OF CALIFORNIA, BERKELEY; M.A., COLUMBIA
Instructor in English (1973)

DONALD EDWARD DICKSON, JR., A.B., MICHIGAN STATE UNIVERSITY; M.A., YALE
Instructor in Political Science (1973)

MURRAY P. DRY, A.B., M.A., PH.D., UNIVERSITY OF CHICAGO
Assistant Professor of Political Science (1968)

JOHN CLARK ELDER, A.B., POMONA; PH.D., YALE
Assistant Professor of English (1973)

JOHN DAVID EMERSON, A.B., UNIVERSITY OF ROCHESTER; M.S., PH.D., CORNELL
Assistant Professor of Mathematics (1973)

ALBERT HUNTER EWELL, JR., A.B., HAVERFORD, PH.D., NEW YORK UNIVERSITY
Professor of Psychology (1952)

EMORY M. FANNING, B.M., OBERLIN: M.M., ILLINOIS; MUS. A.D., BOSTON UNIVERSITY
Associate Professor of Music (1967)

ALFRED PAUL FENGLER, A.B., COLGATE; M.A., PH.D., UNIVERSITY OF WISCONSIN
Assistant Professor of Sociology (1970)

CLAUDIE FISCHER, LICENCE ES LETTRES, UNIVERSITY OF NANCY; M.A., CENTRAL CONNECTICUT STATE COLLEGE
Lecturer in French (1974)

HARTWIG FISCHER, B.S., M.S., PH.D., UNIVERSITY OF TORONTO
Assistant Professor of Biology (1972)

DAVID W. FOLGER, A.B., DARTMOUTH; M.A., PH.D., COLUMBIA
Assistant Professor of Geology (1969)

WENDELL F. FORBES, A.B., MIDDLEBURY
Assistant Professor of Physical Education (1962)

DAVID STEVENS GARLICK, A.B., HARVARD; M.A., PH.D., STANFORD
Assistant Professor of German (1974), Director of Graduate School of German, Mainz, spring term 1974-75.

ROBERT WILLARD GLEASON, A.B., MIDDLEBURY; PH.D., M.I.T.
Professor of Chemistry (1960), on leave 1974-75

ROBERT K. GOULD, B.S., UNIVERSITY OF MAINE; M.S., PH.D., BROWN
Professor of Physics (1968)

TIMOTHY D. GOULD, A.B., M.A., HARVARD
Instructor in Philosophy (1974)

SUSAN CASS GRISWOLD, A.B., UNIVERSITY OF NORTH CAROLINA
Instructor in Spanish (1974)

RUDOLF K. HAERLE, JR., A.B., DARTMOUTH; M.A., PH.D., UNIVERSITY OF CHICAGO
Associate Professor of Sociology (1962-66, 1967)

RICHARD AVRAM HALPERN, A.B., UNIVERSITY OF CALIFORNIA, BERKELEY; B.A., OXFORD; M.A., PRINCETON
Instructor in English (1973)

GRANT H. HARNEST, A.B., KNOX; PH.D., UNIVERSITY OF VIRGINIA
John G. McCullough, Professor of Chemistry (1943)

WILLIAM HARRIS, A.B., PH.D., HARVARD
Associate Professor of Classics (1956)

CHARLES L. HARTLEY, B.S., PORTLAND STATE COLLEGE; PH.D., UNIVERSITY OF COLORADO
Assistant Professor of Physics (1974)

URSULA MARGARETE HEIBGES, A.B., CATHOLIC UNIVERSITY OF AMERICA; M.A., COLUMBIA; PH.D., BRYN MAWR
Associate Professor of Classics (1961)

MICHAEL GEORGE HEINECKEN, B.S., M.ED., UNIVERSITY OF DELAWARE
Assistant Professor of Physical Education (1973)

ROBERT WEBBER HILL, JR., A.B., M.A., PH.D., HARVARD
Associate Professor of English (1966), on leave fall and winter terms 1974-75

CAROL THAYER HOLLY, B.S., M.A., UNIVERSITY OF NEBRASKA
Instructor in American Literature (1974)

THOMAS HUBER, M.A., UNIVERSITY OF VERMONT; M.A., PH.D., PRINCETON
Associate Professor of German (1966), Dean of the German School (1966)

JOHN MICHAEL HUNISAK, A.B., WILLIAMS; M.A., NEW YORK UNIVERSITY
Instructor in Art (1970)

ELEANOR R. ILGEN, A.B., ALBERTUS MAGNUS COLLEGE; M.A., YALE
Lecturer in History (part-time) (1973)

WILLIAM DAVID ILGEN, A.B., LOYOLA UNIVERSITY OF LOS ANGELES; PH.D., YALE
Assistant Professor of Spanish (1971)

J. ROWLAND ILLICK, A.B., SYRACUSE; PH.D., HARVARD
Professor of Geography (1946)

TRAVIS BEAL JACOBS, A.B., PRINCETON; M.A., PH.D., COLUMBIA
Associate Professor of History (1965)

JACQUES ALBERT JIMENEZ, A.B., ST. PATRICK'S COLLEGE AND SEMINARY; ED.D., UNIVERSITY OF MASS.
Director of Teacher Education and Assistant Professor of Education (1972)

CONSTANCE N. KENNA, A.B., ELMIRA; M.A., YALE
Instructor in German (1973)

EDWARD C. KNOX, A.B., WESLEYAN; PH.D., YALE
Associate Professor of French (1969); Director, Middlebury Junior Program in France (1974-75)

JOHN J. KORBEL, A.B., WILLIAMS; M.A., PH.D., UNIVERSITY OF COLORADO
Assistant Professor of Economics (1974)

JAMES ALLAN KRUPP, B.S., M.A., PH.D., UNIVERSITY OF WASHINGTON
Director of Academic Computation with the rank of Assistant Professor (1973)

JEFFREY G. KURTZMAN, B.M., UNIVERSITY OF COLORADO; M.M., PH.D., UNIVERSITY OF ILLINOIS
Assistant Professor of Music (1969), on leave fall term 1974-75

MARJORIE E. LAMBERTI, A.B., SMITH; M.A., PH.D., YALE
Associate Professor of History (1964)

G. THOMAS LAWSON, B.S., SPRINGFIELD COLLEGE
Assistant Professor of Physical Education (1969)

DAVID B. LEDLIE, A.B., MIDDLEBURY; PH.D., M.I.T.
Assistant Professor of Chemistry (1967)

RUSSELL J. LENG, A.B., MIDDLEBURY; PH.D., AMERICAN UNIVERSITY
Associate Professor of Political Science (1966)

MARY E. LICK, A.B., LAKE ERIE; M.S., SMITH
Associate Professor of Physical Education (1956), Director of Physical Education (1974)

CHRISTINE W. LISTER, A.B., BRYN MAWR; M.F.A., UNIVERSITY OF NORTH CAROLINA
Instructor in Dance (1973)

DAVID J. LITTLEFIELD, A.B., SPRING HILL; M.A., PH.D., YALE
Philip Battell Stewart and Sarah Frances Cowles Stewart Professor of English (1953-56, 1959)

VINCENT HERSCHEL MALMSTROM, A.B., PH.D., UNIVERSITY OF MICHIGAN
Professor of Geography (1956-57, 1958)

ALEX HOLGER MARKHOFF, ABITUR, VICTORIA SCHULE, DARMSTADT; CERTIFICATE, ST. HOCHSCH. F. BILD. KUNST, BERLIN
Artist-in-Residence with rank of Assistant Professor of Art (1972)

EDWARD ALEXANDER MARTIN, A.B., PRINCETON; M.A., PH.D., COLUMBIA
Associate Professor of English (1961), Administrative Director of the Bread Loaf Writers' Conference (1972)

MARISOL MAURA, LICENCIATURA, UNIVERSITY OF MADRID
Lecturer in Spanish (part-time) (1971)

JOHN LINWOOD MCCREERY, A.B., MICHIGAN STATE; PH.D., CORNELL
Assistant Professor of Anthropology (1972)

JUDITH A. MCDANIEL, A.B., ANTIOCK; M.A., NORTHEASTERN
Instructor in English (1973)

DUNCAN J. MCDONALD, B.S., MCGILL; M.A., HARVARD
Professor of Biology (1967)

RONALD WRIGHT MCEACHEN, B.S., WEST VIRGINIA UNIVERSITY
Instructor in Physical Education (1974)

JOHN REDMOND MCKENNA, A.B., QUEENS; B.L.S., MCGILL
Librarian (1964)

GEORGE R. MOTOLANEZ, M.A., MCMASTER; A.B., PH.D., NEW YORK UNIVERSITY
Assistant Professor of Russian (1968), on leave winter and spring terms 1974-75

WALTER A. MOYER, JR., B.S., PHILADELPHIA COLLEGE OF PHARMACY; PH.D., UNIVERSITY OF DELAWARE
Professor of Chemistry (1951-71), Associate Dean for Special Admissions and Director of Placement (1971)

HOWARD MCCOY MUNFORD, B.S., MIDDLEBURY; PH.D., HARVARD
Charles A. Dana Professor of American Literature (1941)

PAUL E. NELSON, A.B., AUGUSTANA; M.A., PH.D., UNIVERSITY OF CHICAGO
Associate Professor of Political Science (1963)

FRED F. NEUBERGER, A.B., MIDDLEBURY
Director of Admissions (1955)

VICTOR LAWRENCE NUOVO, A.B., HOPE; B.D., NEW BURNSWICK THEOLOGICAL SEMINARY; PH.D., COLUMBIA
Associate Professor of Religion (1962)

WILLIAM P. NYE, B.S., TUFTS; M.A., PH.D., NEW SCHOOL FOR SOCIAL RESEARCH
Assistant Professor of Sociology (1971)

MICHAEL OLINICK, A.B., UNIVERSITY OF MICHIGAN; M.A., PH.D., UNIVERSITY OF WISCONSIN
Assistant Professor of Mathematics (1970), on leave winter and spring terms 1974-75

SAMUEL FRANCIS ORTH, JR., A.B., MIDDLEBURY; M.A., BROWN; PH.D., NEW YORK UNIVERSITY
Assistant Professor of Russian (1st semester 1964-65, 1970)

ROBERT PACK, A.B., DARTMOUTH; M.A., COLUMBIA
Julian W. Abernethy Professor of American Literature (1964); Director of the Bread Loaf Writers' Conference (1972)

ROGER M. PEEL, A.B., UNIVERSITY OF MANCHESTER, ENGLAND; PH.D., YALE
Professor of Spanish (1969); Director of the Middlebury Language Schools (1973)

BRUCE BIGELOW PETERSON, A.B., MIDDLEBURY; PH.D., SYRACUSE
Professor of Mathematics (1962)

ROBERT H. PFEIFFER, B.S., BOWDOIN
Assistant Professor of Physical Education (1971)

EDWIN L. POOL, B.S., PH.D., IOWA STATE
Professor of Chemistry (1954)

CHANDLER ARMSTRONG POTTER, A.B., AMHERST; M.F.A., YALE
Associate Professor of Drama and Designer for the Theatre (1956)

DAVID PRICE, A.B., AMHERST; M.A., PH.D., PRINCETON
Assistant Professor of English (1970), on leave winter and spring terms 1974-75

HENRY BEALL PRICKETT, A.B., AMHERST ; PH.D., HARVARD
Henry Norman Hudson, Professor of English (1948)

DAVID LANGDON PROUTY, A.B., COLGATE; PH.D., TULANE
Associate Professor of Psychology (1959)

REUBEN MCCORKLE RAINEY, A.B., DUKE; B.D., UNION THEOLOGICAL SEMINARY; PH.D., COLUMBIA
Assistant Professor of Religion (1972)

ROBERT F. REIFF, A.B., UNIVERSITY OF ROCHESTER; PH.D., COLUMBIA
Professor of Art (1958)

CAROL RIFELJ, A.B., M.A., PH.D., WISCONSIN
Assistant Professor of French (1972)

E. KIRK ROBERTS, A.B., EARLHAM; PH.D., HARVARD
Professor of Chemistry (1952)

STEVEN C. ROCKEFELLER, A.B., PRINCETON; B.D., UNION THEOLOGICAL SEMINARY; PH.D., COLUMBIA
Assistant Professor of Religion (1971), on leave 1974-75

DAVID A. ROSENBERG, B.S., UNIVERSITY OF PENNSYLVANIA; M.P.A., PH.D., CORNELL
Assistant Professor of Political Science (1972)

GEORGE B. SAUL, II, A.B., M.A., PH.D., UNIVERSITY OF PENNSYLVANIA
Charles A. Dana Professor of Biology (1967)

JOAN D. SCHNEIDER, A.B., WHEATON; M.A., JOHNS HOPKINS
Instructor in Economics (1971)

MERLYN D. SCHUH, A.B., UNIVERSITY OF SOUTH DAKOTA; PH.D., INDIANA UNIVERSITY
Assistant Professor of Chemistry (1971)

CHARLES POWELL SCOTT, A.B., OHIO STATE; B.D., PRINCETON THEOLOGICAL SEMINARY
Chaplain and Professor of Religion (1951)

ROLAND HENRI EMILE SIMON, PROF. DE FRANCAIS A L'ETRANGER, CENTRE UNIVERSITAIRE MEDITERRANEAN, NICE; M.A., UNIVERSITY OF WISCONSIN
Instructor in French (1972), Assistant to the Director of the French School (1973)

DAVID K. SMITH, A.B., MIDDLEBURY; PH.D., HARVARD
Alumni Professor of Economics (1950)

RONALD RICHARD SMITH, B.S., HUNTER; M.A., INDIANA UNIVERSITY
Instructor in Music (1972, spring term 1974)

M. KIMBERLY SPARKS, A.B., PH.D., PRINCETON
Charles A. Dana Professor of German (1966), Chairman of Committee on Foreign Languages (1973)

JOHN SPENCER, A.B., PRINCETON; M.A., COLUMBIA
Instructor in History (1974)

HAIM T. STEINBACK, B.F.A., PRATT INSTITUTE; M.F.A., YALE
Artist-in-Residence with rank of Assistant Professor of Art (1973)

ANNE W. STERN, A.B., BARD; M.A., COLUMBIA
Instructor in French (1972)

PETER A. STITT, A.B., M.A., UNIVERSITY OF MINNESOTA; PH.D., UNIVERSITY OF NORTH CAROLINA
Assistant Professor of American Literature (1969)

ALAN NELSON STONE, A.B., HAVERFORD; M.A., COLUMBIA
Lecturer in Art (1972)

DANIEL JOSEPH SULLIVAN, A.B., UNIVERSITY OF SANTA CLARA; PH.D., YALE
Assistant Professor of Economics (spring term 1974)

PETER J. SUNDHEIM, B.S., UNIVERSITY OF DELAWARE
Instructor in Physical Education (1973)

DON W. TERWILLIGER, B.S., CALIFORNIA INSTITUTE OF TECHNOLOGY; M.A., PH.D., UNIVERSITY OF OREGON
Assistant Professor of Physics (1970), on leave 1974-75

O. ALLEN THIHER, A.B., UNIVERSITY OF TEXAS; M.A., PH.D., UNIVERSITY OF WISCONSIN
Assistant Professor of French (1969)

BETSY K. THURBER, A.B., UNIVERSITY OF VERMONT
Lecturer in Teacher Education (part-time) (1972)

HARRIS E. THURBER, A.B., UNIVERSITY OF VERMONT; PH.D., PRINCETON
Professor of Political Science (1947-49, 1951)

PARDON E. TILLINGHAST, A.B., BROWN; PH.D., HARVARD
Professor of History (1947), on leave winter and spring terms 1974-75

CHRISTOPHER TODD, A.B., PRINCETON; M.A., UNIVERSITY OF CONNECTICUT; PH.D., UNIVERSITY OF WISCONSIN
Assistant Professor of Mathematics (fall term 1973, 1974)

GEORGE B. TODD, A.B., AMHERST; M.B.A., STANFORD; M.F.A., PRINCETON
Associate Professor of Music (1965)

JOAN L. TOWNE, B.S., SKIDMORE; M.S., SMITH
Associate Professor of Physical Education (1960)

VAN HORN VAIL, A.B., UNIVERSITY OF WASHINGTON; M.A., PH.D., PRINCETON
Associate Professor of German (1966), Director of the Graduate School of German, Mainz, fall and winter terms 1974-75

ROBERTO A. VEQUEZ, B.S., COLUMBIA; M.A., WISCONSIN
Instructor in Spanish (1972)

ERIE T. VOKERT, A.B., LAWRENCE; M.A., NORTHWESTERN
Professor of Drama and Director of the Theatre (1941)

CHRISTOPHER D. WATTERS, B.S., NOTRE DAME; M.A., PH.D., PRINCETON
Associate Professor of Biology (1968)

P. FRANK WINKLER, B.S., CALIFORNIA INSTITUTE OF TECHNOLOGY; M.A., PH.D., HARVARD
Assistant Professor of Physics (1966)

KLAUS HEINRICH WOLFF, A.B., WABASH; PH.D., UNIVERSITY OF CHICAGO
Professor of Economics (1956), on leave winter and spring terms 1974-75

ERICA B. WONNACOTT, A.B., DREW; M.A., COLUMBIA
Dean of Students (1970)

HOWARD EUGENE WOODIN, B.S., M.S., UNION; PH.D., PURDUE
Professor of Biology (1953), on leave winter and spring terms 1974-75

MICHAEL LESTER WOODRUFF, A.B., UNIVERSITY OF MICHIGAN; M.S., PH.D., UNIVERSITY OF FLORIDA
Assistant Professor of Psychology (1974)

STEVEN B. YOUNG, A.B., MIDDLEBURY; M.S., UNIVERSITY OF ALASKA; PH.D., HARVARD
Lecturer in Biology (part-time) (1974)

### Assistants and Associates in Instruction

RONALD L. BOUCHER, B.S., M.A., NOTRE DAME; M.ED., BOSTON COLLEGE; M.A., CLARK
Assistant in Teacher Education (1974)

JAMES E. CALLAHAN, JR., B.S.ED., STATE COLLEGE, LOWELL, MASS.; M.ED., STATE COLLEGE, SALEM, MASS.
Assistant in Teacher Education (1973)

MARILYN A. CAMERON, B.S., ST. MARY'S COLLEGE; M.A., COLUMBIA
Assistant in Teacher Education (1974)

BRIGITTE DERAMAIX
Assistant in French, Directress of the Chateau (1974)

A. RAY DOYLE, B.S., SPRINGFIELD COLLEGE; M.ED., TUFTS
Assistant in Teacher Education (1974)

J. RICHARD FORMAN, A.B., BRANDEIS
Associate in Theatre and Technical Director (1970)

BIRGIT GRAAFEN
Assistant in German (1974)

MARY HOGAN, B.ED., CASTLETON STATE COLLEGE
Assistant in Teacher Education (1971)

MARION MUNDSTOCK, B.S., UNIVERSITY OF ARKANSAS
Assistant in Chemistry (1973)

EUNICE H. VAN VLECK, A.B., VASSAR
Assistant in Teacher Education (1974)

HAROLD PETER WIMMER, A.B., M.S., LEHIGH
Associate in Biology (1972)

## Emeriti

JOHN THAYER ANDREWS, A.B., M.A.
Professor Emeritus of Philosophy (1936)

DONALD HENRY BALLOU, A.B., PH.D.
Charles A. Dana Professor Emeritus of Mathematics (1942)

DOUGLAS STOWE BEERS, PH.D.
Hudson Professor Emeritus of English (1925)

LEA ZOE BINAND, BREVET SUPERIEUR
Assistant Professor Emerita of French (1929)

JOHN GERALD BOWKER, ED.M., L.H.D.
Baldwin Professor Emeritus of Mathematics (1926), Dean Emeritus of the Faculty (1953)

ARTHUR MILTON BROWN, A.B.
Professor Emeritus of Physical Education (1918)

ALAN CARTER, MUS.D.
Professor Emeritus of Music (1939)

REGINALD L. COOK, A.B., M.A., LITT.D., A.B., OXFORD
Charles A. Dana Professor Emeritus of American Literature (1929)

MISCHA HARRY FAYER, PH.D., LITT.D.
Professor Emeritus of Russian (1943)

STEPHEN ALBERT FREEMAN, PH.D., LL.D., L.H.D., LITT.D.
Professor Emeritus of French (1925), Vice President Emeritus (1943),
Director Emeritus of the Language Schools (1946)

BURT ALDEN HAZELTINE, M.A.
Professor Emeritus of Mathematics (1924)

ARTHUR KELLY DAVID HEALY, A.B., M.F.A.
Professor Emeritus of Fine Arts (1943)

HAROLD BRADFORD HITCHCOCK, A.B., PH.D.
Mead Professor Emeritus of Biology (1943)

CHARLES LEONARD HOAG, A.B., M.A., PH.D.
Alumni Professor Emeritus of Political Science (1947)

ELIZABETH B. KELLY, A.B., L.H.D.
Dean Emerita of Women (1946)

JOHN J. KELLY, A.B., M.A.
Professor Emeritus of Physical Education (1936)

WALTER J. NELSON, B.S.
Professor Emeritus of Physical Education (1932-36, 1946)

WERNER NEUSE, PH.D., LITT.D.
Professor Emeritus of German (1932)

BERTHE O. NORMANO, WOMEN'S UNIVERSITY OF PETROGRAD
Lecturer Emerita in Russian (1960)

RUSSELL GEORGE SHOLES, M.A.
Professor Emeritus of Sociology (1927)

J. WILBER SMITH
Assistant Treasurer Emeritus (1926)

PHELPS NASH SWETT, B.S., M.A.
Professor Emeritus of Geography & Drafting (1909)

RUTH WOOD TEMPLE, A.B.
Assistant Dean Emerita of Women (1922)

VIOLA CHITTENDEN WHITE, PH.D.
Curator Emerita of Abernethy Library (1933)

BENJAMIN FRANKLIN WISSLER, B.S., M.A., D.SC.
Alumni Professor Emeritus of Physics (1930)

# Index


| | Page |
|---|---|
| Abernethy Library | 107 |
| Academic Honors | 14 |
| Academic Requirements | 16 |
| Academic Administration and Staff | 141 |
| Accreditation | 15 |
| Adjunct Students | 116 |
| Administration & Staff | 141 |
| Admissions | 8 |
| Advanced Placement | 8 |
| Early Decision | 8 |
| Examinations, College Board | 8 |
| Health Certificate | 8 |
| Procedure | 8 |
| Requirements | 8 |
| Transfers | 9 |
| Alumni, Alumnae | 135 |
| Magazine | 119 |
| Organizations | 135 |
| Officers | 135 |
| Trustees | 135 |
| American Literature | 19 |
| American Studies | 22 |
| Anthropology | 93 |
| Applications | |
| Admissions | 8 |
| College Boards | 8 |
| Art | 25 |
| Assistants & Associates | 151 |
| Athletics | |
| Facilities | 111 |
| Program | 74 |
| Attendance Statistics | 133 |
| Auditing | 116 |
| Awards | 130 |
| Bachelor of Arts | 16 |
| Bequests | 113 |
| Biology | 29 |
| Buildings & Facilities | 108 |
| Business Administration & Staff | 142 |
| Calendar (1974-76) | 157 |
| Chapel Services | 117 |
| Chemistry | 33 |
| Choir | 117,69 |
| Classics | 36 |
| Coaching Staff | 143 |
| The College | 5 |
| History | 5 |
| Educational Purpose | 6 |
| Location | 6 |
| College Scholar Program | 116 |
| Commencement Honors | 14 |
| Computer Facility | 107 |
| Comprehensive Fee | 10 |
| Corporation Committees | 139 |
| Counseling | 118 |
| Curriculum | 12 |
| Degree Requirements | 16 |
| Bachelor of Arts | 16 |
| Master of Arts | 120 |
| Master of Letters | 120 |
| Master of Science | 120 |
| Doctor of Modern Languages | 121 |
| Departmental Honors Program | 13 |
| Departmental Scholars | 13 |
| Departments of Instruction | 17 |
| American Literature | 19 |
| Anthropology | 93 |
| Art | 25 |
| Biology | 29 |
| Chemistry | 33 |
| Classics | 36 |
| Drama | 40 |
| Economics | 37 |
| English | 40 |
| French | 48 |
| Geography | 51 |
| Geology | 53 |
| German | 56 |
| Greek | 36 |
| History | 58 |
| Italian | 100 |
| Latin | 36 |
| Mathematics | 63 |
| Music | 66 |
| Philosophy | 70 |
| Physical Education | 74 |
| Physics | 76 |
| Political Science | 79 |
| Psychology | 84 |
| Religion | 87 |
| Russian | 90 |
| Sociology-Anthropology | 93 |
| Spanish | 97 |
| Teacher Education | 102 |
| Development Program | 113 |
| Directory of Correspondence | 2 |
| Dismissal | 115 |
| Doctor of Modern Languages | 121 |
| Dormitories (See Residence Halls) | 117 |
| Drama | 40 |
| Economics | 37 |
| Emeriti Faculty | 152 |
| Emeriti Trustees | 138 |
| English | 40 |
| Endowed Chairs | 113 |
| Endowed Lectureships | 132 |
| Environmental Studies | 47 |
| Exchange Programs | 17 |

Expenses and Fees . . . . . 10
Extracurricular Activities . . . . . 118
  Athletics . . . . . 118
  Concert-Film . . . . . 118
  Organizations . . . . . 119
  Publications . . . . . 119
  Radio Station . . . . . 118
  Winter Carnival . . . . . 119

Facilities . . . . . 107
Faculty List . . . . . 144
Failure . . . . . 115
Fees . . . . . 10
Financial Aid . . . . . 11
Foreign Languages . . . . . 18
French . . . . . 48
Freshman Program . . . . . 15
Freshman Week . . . . . 117

Geography . . . . . 51
Geology . . . . . 53
German . . . . . 56
Gifts . . . . . 113
Grades . . . . . 115
Graduate Schools Abroad . . . . . 121
Graduate Study . . . . . 120
  Master of Arts . . . . . 120
  Master of Letters . . . . . 120
  Master of Science . . . . . 120
  D.M.L. Degree . . . . . 121
Greek . . . . . 36

Health Measures . . . . . 118
History . . . . . 58
Honor Code . . . . . 13
Honors, Academic . . . . . 14
Hospital . . . . . 118
Humanities . . . . . 19

Infirmary . . . . . 118
Insurance . . . . . 10,118
Interdepartmental Courses . . . . . 18
Italian . . . . . 100

Junior Year Abroad . . . . . 17

Language Schools . . . . . 120
Latin . . . . . 36
Lectureships . . . . . 132
Library . . . . . 107
Library Staff . . . . . 142
Loan Funds . . . . . 129

Major Program . . . . . 15
Master of Arts . . . . . 120
Master of Letters . . . . . 120
Master of Science . . . . . 120
Mathematics . . . . . 63
Medical Facilities . . . . . 118
Motor Vehicles . . . . . 116
Military Science . . . . . 17,105
  Staff . . . . . 143
Music . . . . . 66

Normal Program . . . . . 15

Orchestra . . . . . 69
Organizations . . . . . 119

Phi Beta Kappa . . . . . 14
Philosophy . . . . . 70
Physical Education . . . . . 74
Physics . . . . . 76
Placement, Vocational . . . . . 119
Political Science . . . . . 79
Pre-Medical/Pre-Dental Program . . . 17
President and Fellows . . . . . 137
Prizes and Awards . . . . . 130
Probation . . . . . 115
Professional School (3-2 Program) . . . 17
Professorships . . . . . 113
Publications
  Alumni News Letter . . . . . 119
  Bulletin . . . . . 119
  Frontiers . . . . . 119
  New Faces . . . . . 119
  Campus . . . . . 119
  Kaleidoscope . . . . . 119
Psychology . . . . . 84

Radio-WRMC . . . . . 118
Readmission . . . . . 115
Regulations
  Adjunct Students . . . . . 116
  Auditing . . . . . 116
  College Scholar Program . . . . . 116
  Grades . . . . . 115
  Failure . . . . . 115
  Motor Vehicles . . . . . 116
  Probation . . . . . 115
  Readmission . . . . . 115
  Special Students . . . . . 116
  Transfer of Credit . . . . . 115
  Warning . . . . . 115
Religion . . . . . 87
Residence Halls . . . . . 117
Requirements
  Academic . . . . . 16
  Admission . . . . . 8
  Graduate Work . . . . . 120
  Graduation . . . . . 16
  Honors . . . . . 14
  Physical Education . . . . . 74
  Residence . . . . . 117
R.O.T.C. . . . . 17
Russian . . . . . 90

Scholarship . . . . . 13
Senior Program . . . . . 15
Sociology-Anthropology . . . . . 93
Spanish . . . . . 97
Special Instructional Programs . . . . 17

Special Students . . . . . 116
Staff Lists . . . . . 141
Study Abroad . . . . . 17
Summer Schools . . . . . 120

Teacher Education . . . . . 17,102
Theatre-Wright Memorial . . . . . 111
Transcripts . . . . . 115
Transfer Students . . . . . 9
Transfer of Credit . . . . . 115
Trustees . . . . . 137

Tuition . . . . . 10

Valedictorian and Salutatorian . . . . 14

Warning, Academic . . . . . 115
Winter Term . . . . . 12

# College Calendar, 1974-76

| *1974 (Official)* | | *1975 (Proposed)* |
|---|---|---|
| Sept. 4 | Freshman Week begins | Sept. 3 |
| Sept. 9 | Fall Term Classes begin (8 a.m.) | Sept. 8 |
| Oct. 5 | Alumni Homecoming Day (College in session) | Oct. 4 |
| Oct. 14-15 | Mid-Term Recess | Oct. 13-14 |
| Oct. 26 | Parents' Weekend (College in session) | Oct. 25 |
| Nov. 26 | Thanksgiving Recess begins (5 p.m.) | Nov. 25 |
| Dec. 2 | Classes resume (8 a.m.) | Dec. 1 |
| Dec. 7 | Fall Term Classes end (12 noon) | Dec. 6 |
| Dec. 9 | Reading Period begins | Dec. 8 |
| Dec. 12 | Final Examinations begin | Dec. 11 |
| Dec. 17 | Final Examinations end, Christmas Recess begins | Dec. 16 |

| *1975* | | *1976* |
|---|---|---|
| Jan.6 | Winter Term begins (8 a.m.) | Jan. 5 |
| Feb. 5 | Winter Term ends (12 noon) and Winter Recess begins | Feb. 4 |
| Feb. 17 | Spring Term Classes begin (8 a.m.) | Feb. 16 |
| Feb. 20 | Winter Carnival Recess begins (5 p.m.) | Feb. 26 |
| Feb. 24 | Classes resume (8 a.m.) | March 1 |
| April 5 | Spring Recess begins (12 noon) | April 3 |
| April 14 | Classes resume (8 a.m.) | April 12 |
| May 17 | Classes end (12 noon) | May 15 |
| May 19 | Reading Period and General Examinations | May 17 |
| May 23 | Final Examinations begin | May 21 |
| May 28 | Final Examinations end | May 26 |
| June 1 | Baccalaureate and Commencement | May 30 |

MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753

SECOND CLASS POSTAGE
PAID AT MIDDLEBURY, VERMONT